ED 445 180 AA 001 326

Resources in Education (RIE). Volume 36, Number 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1000 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. The electronic version of the ERIC database contains data fields in addition to those appearing in the printed journal, e.g., geographic source, target audience, etc. (CRW/WTB)

ED 445 181 CE 080 400

Sampson, James P., Jr.; Reardon, Robert C.; Kolodinsky, Robert W.; Herbert, Shawn M.
A Preliminary Study of the Availability and Use of Information and Assessment Resources in One-Stop Centers. Technical Report Number 21.
PUB DATE- 97
NOTE- 64p.; Sponsored by the National Labor Market Information Training Institute, Columbia, SC.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; Agency Cooperation; *Career Education; Delivery Systems; Employment Counselors; *Employment Services; Information Dissemination; Information Management; Information Policy; *Information Utilization; Job Search Methods; National Surveys; *Occupational Information; Policy Formation; Public Policy; Questionnaires; *Social Services; Trend Analysis

Current national trends regarding the availability and use of information and assessment resources in one-stop centers for employment and related social services were examined in a study of one-stop centers that were nominated for exemplary practice or for fully implementing their state's implementation plan. The sample of 39 consisted of 3 one-stop centers from 13 of the 16 states that had received federal funding for initiation of

Lincoln Multicultural Middle School and Van Ness Elementary School in Washington, DC). Concluding the guide is an annotated list of 25 Web sites offering information about USDA agencies and programs. (MN)

ED 445 199 CE 080 647

Making Standards Work! Science. A Teacher's Guide to Contextual Learning: Integrating Academic Content Standards with Career Development and Workplace Competencies.
PUB DATE- 00
NOTE- 119p.; Developed and edited by Susan McAlonan, Heather Hotchkiss, Kelli Roark, Lucinda Howe, Joy Fitzgerald, Christine Nichols and Gail Smith. For related guides, see ED 425 329 (Mathematics), ED 431 761 (Reading and Writing) and CE 080 750 (History).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Career Development; *Career Education; Classroom Techniques; Competence; Competency Based Education; Context Effect; Delivery Systems; *Education Work Relationship; Educational Environment; Educational Strategies; Elementary Secondary Education; Employment Qualifications; Evaluation Methods; Guidelines; *Integrated Curriculum; Job Skills; Learning Activities; Matrices; Partnerships in Education; Performance Based Assessment; Performance Factors; School Business Relationship; *Science Education; Scoring Rubrics; Special Needs Students; *State Standards; Statewide Planning; Student Evaluation; Success; Teaching Guides
IDENTIFIERS- *Colorado; *Contextual Learning; Contextualized Instruction; Contextualized Learning Environments

This guide, which was written by Colorado educators, is intended to help other educators in Colorado weave academic content standards regarding science, assessments, and school-to-career methods into an integrated, comprehensive strategy for preparing all students to meet their future goals. The introduction discusses the guide's purpose, the role of standards and assessments in the context of a changing workplace, the Colorado School-to-Career Partnership, and the guide's structure and content. Section 1 presents the Colorado General Workplace Competencies, which describe the skills and knowledge needed for school and career success and which are organized into the following categories: communication; organization; thinking; technology; and worker qualities. Section 2 offers guidelines for helping special populations of students meet academic content standards while participating in school-to-career opportunities. Section 3 features 18 integration matrices and 18 classroom activities for integrating science standards with workplace competencies. One matrix and one activity are provided for each standard for students in grades K-4, 5-8, and 9-12. Section 4 presents three sample rubrics that are aligned with the integrated learning activities contained in Section 3 and designed to assess the skills and knowledge of students in grades K-4, 5-8, and 9-12. The addresses of Colorado's six school-to-career regional resource centers are listed. (MN)

ED 445 200 CE 080 648

Gibson, David
Growing Toward Systemic Change: Developing Personal Learning Plans at Montpelier High School.

IDENTIFIERS- *Germany

Our increasingly knowledge-based economy and business enterprises depend on education to produce experts who combine knowledge with depth of understanding. Current teaching methods produce students with superficial verbal and technical knowledge, but who may lack the insight of experts. To become experts, learners must have the opportunity to be active and independent. Independent learning can be fostered by an institutional environment characterized by freedom and order, not leading; by problem, not result orientation; by cooperation, not competition. Institutions can create barriers to deeper understanding through the forms of their organization, and assumptions about learning and assessment. Distance education institutions may 'expect independence' (the institution controls the aims and process of learning; teachers are results- and competition-orientad) or 'further independence' (the student is actively involved in developing his or her own program of studies; the institution provides advisors and resources to support the learner). Students who experience institutions that 'further independence' will demonstrate greater motivation, better understanding, more strongly integrated knowledge, and greater creative potential. (Both German and English language versions are provided. There are 54 references.) (YLB/CG)

ED 445 216 CE 080 675

Simonson, Michael; Smaldino, Sharon; Albright, Michael; Zvacek, Susan

Teaching and Learning at a Distance: Foundations of Distance Education.

PUB DATE- 00

NOTE- 241p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adult Education; Adult Learning; Alternative Assessment; Computer Uses in Education; Copyrights; Correspondence Study; Definitions; *Delivery Systems; *Distance Education; Educational Assessment; Educational History; Educational Media; Educational Needs; *Educational Principles; Educational Research; Educational Technology; Evaluation Methods; Guidelines; Instructional Design; Instructional Materials; Internet; *Learning Processes; Literature Reviews; Postsecondary Education; Program Evaluation; Student Evaluation; Student Responsibility; Study Guides; Systems Approach; Teacher Education; Teacher Evaluation; Teacher Responsibility; *Teaching Methods; *Theory Practice Relationship; Trend Analy Impact Studies

IDENTIFIERS- Impact Studies

This book, which is an introductory-level textbook for preservice or inservice teachers, examines the foundations and practice of distance education (DE) and explains how to determine when DE is appropriate. The following are among the topics discussed in the book's 12 chapters: (1) foundations of DE (DE today and tomorrow, media in education, status of DE, characteristics of DE); (2) definitions, history, and theories of DE; (3) research and DE (the focus of DE, learner outcomes, learner perceptions, learner attributes, interaction); (4) DE technologies (a model of communication, the cone of experience, a taxonomy of DE, correspondence study, prerecorded media, one- and two-way audio recognition and transparency of qualifications, and teacher and trainer training. Human resource development has been affected by reform in continuing training and management and administrators' training. Foreign assistance in the reform effort has come from the Phare program, Leonardo da Vinci program, European Social Fund, and Phare Cross-Border Cooperation program. (Contains 82 references.) (YLB)

ED 445 234   CE 080 705

Brown, Bettina Lankard
Web-Based Training. ERIC Digest No. 218.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Adult Learning; Comparative Analysis; *Computer Uses in Education; Delivery Systems; Distance Education; Educational Demand; Educational Needs; Educational Technology; *Instructional Effectiveness; *Internet; Learning Processes; Outcomes of Education; Postsecondary Education; *Program Design; Program Effectiveness; Program Implementation; Student Participation; Teacher Student Relationship; Training Methods; *World Wide Web
IDENTIFIERS- ERIC Digests; Virtual Classrooms; *Web Based Instruction

Reduced training costs, worldwide accessibility, and improved technological capabilities have made Web-based training (WBT) a viable alternative to classroom instruction. WBT enables businesses to cut their training costs. Efficiency of operation is another major advantage of WBT. The flexibility of time, place, and programs offered via WBT appeals to learners who must balance school with work and home responsibilities. Task- and detail-oriented people who are focused in their study habits and engaged in learning tasks requiring creative thinking and analysis are most successful in using computer-based, online programs. Virtual classrooms can be asynchronous and synchronous. Asynchronous classrooms allow students and instructors to engage in collaborative learning activities without being online at the same time. Synchronous classrooms are more reflective of traditional classrooms because they allow instructors and students to be online simultaneously. WBT programs must be designed to accommodate learners' needs, allow learners the freedom to follow unique paths to learning in their own cognitive styles, and require students to construct meaning. Studies of the advantages and disadvantages of WBT training have identified tips to help instructors use the Web's technological capabilities to advance their teaching and learning goals with the same quality achievable through the best classroom instruction. (Contains 14 references.) (MN)

ED 445 235   CE 080 706

Brown, Bettina Lankard
Changing Career Patterns. ERIC Digest No. 219.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.

importance of initial project management. Chapter 2 highlights the need for effective estimation of costs prior to submitting the project bid and discusses the need to include objective performance criteria in bids to assess the success of the project. Chapter 3 explores issues related to time management and the formation of project teams and identifies the concept of "single point accountability" and some benefits. Chapter 4 identifies project management software available and points to websites that have evaluation copies available to download. It provides an overview of the PRINCE (PRINCE 2) project management standard and links to related Web sites. Chapter 5 provides six case studies that highlight the positive effects that small-scale projects can have on education and training institutions. Chapter 6 contains practical activities that can be used by individuals to reinforce the information in each chapter or as staff development activities. (YLB)

ED 445 253 CE 080 739

Australian Apprentice and Trainee Statistics 1999 Annual. Apprentices and Trainees at a Glance. Australian Vocational Education & Training.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Apprenticeships; Developed Nations; Enrollment Rate; *Enrollment Trends; Foreign Countries; Job Training; National Surveys; Postsecondary Education; Secondary Education; Statistical Data; Student Characteristics; *Technical Education; *Trainees
IDENTIFIERS- *Australia; TAFE (Australia)

By the end of 1999, an estimated 259,880 individuals were undertaking apprenticeship or traineeship in Australia, an increase of 18.7 percent from the end of 1998. There were almost 193,000 apprentice and trainee commencements during 1999, an increase of 25.3 percent over 1998 and 32.1 percent of these were at AQF level III or higher in the Australian Qualification Framework and of more than two years expected duration. Of those commencing, 39.4 percent were aged 25 years or older, continuing an upward trend in the age profile of apprentices and trainees. Since the introduction of New Apprenticeships, the numbers undertaking a part-time apprenticeship or traineeship increased. Completions for the year were estimated at 66,270, an increase of 11.2 percent over 1998. Half of those in training were from the trades and related workers occupational group. Of these, construction and automotive had the largest proportions of the total number in training. Data from a survey of 1998 technical and further education graduates indicated 9.8 percent had received income from an apprenticeship while doing the course, and 2.6 percent had received income from a traineeship; apprentices and trainees rated the usefulness of their course for job prospects more highly; and 9.3 percent of apprentices and 4.3 of trainees began their course while still at school. (YLB)

ED 445 254 CE 080 741

Burns, Mike; Shanahan, Martin
Labour Market Models and Their Use in Projecting Vocational Education and Training Requirements.
SPONS. AGENCY- Australian National Training Authority, Melbourne.

understanding the changing environment and what will be required of the 21st century economy. Schools should focus on active learning, acquiring methods or processes of solving problems, relevant learning, and meeting community needs. (Contains 10 references.) (YLB)

ED 445 270 CE 080 784

Troppe, Patricia
The National Study of the Operation of the Federal Work-Study Program: Summary Findings from the Student and Institutional Surveys.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 00
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Community Services; Educational Research; *Federal Programs; Financial Support; Government School Relationship; National Surveys; *Participant Satisfaction; *Paying for College; Postsecondary Education; Student Attitudes; Student Employment; *Student Financial Aid; *Work Study Programs
IDENTIFIERS- America Reads Challenge; *Higher Education Act Title IV

A study examined operation of the campus-based Federal Work-Study (FWS) program and experiences and satisfaction of postsecondary students receiving this aid. A survey of FWS students during Fall 1998 indicated the following: (1) nearly all were satisfied with the program; (2) more than 95 percent would participate in the program again; (3) 80 percent gained some job skills that could be useful in another job; (4) students were almost evenly divided between those that felt their FWS job had a positive effect on their academic performance and those that felt their job had no academic effect; (5) most were not averse to working while in school to cover the cost of attendance; and, (6) given a choice, more than 90 percent would prefer a FWS job to additional student loans. A nationwide survey of FWS administrators at postsecondary education institutions about program operations during the 1997-98 award year indicated 84 percent did not award aid to all eligible FWS students, and not all students who were offered an FWS award accepted it. About 10 percent of students characterized their job as a community service. The two most rewarding aspects of this experience were working with children and helping others; more than 80 percent of these students indicated their experience would stimulate future participation in community service; and 40 percent of institutions that operated a FWS program also participated in America Reads. (YLB)

ED 445 271 CE 080 785

Athanasou, James A.
Vocational Pathways of Australian Schoolleavers: A Longitudinal Study. Occasional Paper.
PUB DATE- 00
NOTE- 20p.; Figures and tables cited in text appear at end of document.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adult Education; Adults; *Career

commitment to serve others. It can be used as a text in undergraduate and graduate curriculum in counseling and health-related services. The organization of the book flows from a general, scholarly-based discussion of a topic to a more personal account from counselors, therapists, and teachers. Chapter One looks at what it means to help others for a living and considers the challenges and joys of the work. Chapter Two examines some of the theories and research that explain altruism, integrating what is known to account for this behavior. Chapter Three presents the stories of a dozen workers who explain their motives for why they dedicated their lives to service, while Chapter Four explains the benefits they derived from these experiences. In Chapter Five, practitioners explain what they perceive to be most helpful about the services they offer clients, and in Chapters Six and Seven they describe the obstacles that need to be overcome in the helping process. The final chapter provides beginning learners with practical advice on the efforts they need in order to become the best practitioner they can. (Contains 119 references and 2 tables.) (JDM)

ED 445 287   CG 030 264

Lester, Juliette
Guidelines for Career Development: Programs and Services in the United States.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Turning Points: Managing Career Change International Conference (Wellington, New Zealand, January 20, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; *Career Guidance; *Education Work Relationship; *Guidelines; National Standards; Self Concept
IDENTIFIERS- *National Occupational Information Coordinating Com

In 1986 the National Occupational Information Coordinating Committee (NOICC), in collaboration with leaders in the counseling profession, began a major initiative in the United States to strengthen and enhance comprehensive, competency-based career counseling, guidance, and education programs. These efforts led to the establishment of national guidelines for comprehensive career guidance programs at all educational levels. The National Career Development Guidelines (NCDG) are designed to encourage career development as a life-long pursuit, guided by local programs supported by well trained state level leadership. They support the concept of career development as a process through which individuals learn about themselves in relation to the world of work. Competencies in the guidelines are grouped into three elements of the career development process: self-knowledge, educational and occupational exploration, and career planning. This paper presents a brief history of the Guidelines, discusses each of the Guidelines, and includes lessons learned from the initiative, and benefits for those utilizing the guidelines. (JDM)

ED 445 288   CG 030 274

Lester, Juliette N.
Report to the Career Development Training Institute Board.
PUB DATE- 99

IDENTIFIERS- Allegheny College PA; *National Assn of Student Personnel Administrators; Northeastern Illinois University; Pima Community College AZ; Portland State University OR; Rochester Institute of Technology NY; Texas Tech University; University of Arizona; University of Kansas

This document describes seven programs that were recognized as exemplary by the National Association of Student Personnel Administrators in 2000. Convinced that experiential learning promotes intellectual development, the first college recognized, Alleghany College, developed student learning agreements to contribute to the education of the "whole person." Northeastern Illinois University's Partners for Success Program provides roughly 95 first-year minority students with one-on-one mentoring. At Portland State University, five hundred students annually participate in the Leadership for Courage course program. A collaboration between student affairs professionals and faculty, the effort meets general education requirements. To combat increasing incidences of inappropriate behavior by some students, the Rochester Institute of Technology formed the Student Behavior Consultation Team, a post-crisis response group that helps offending students maintain satisfactory academic progress. In Fall 1999, Texas Tech University began the TECHniques Center. This fee-for-service academic enhancement program provides support services to learning disabled undergraduates so that higher education is more attainable for them. Achieving a College Education is a collaborative partnership among Pima Community College, the University of Arizona, and the Pima/Santa Cruz County school districts to increase at-risk student high school gradation and college enrollment rates. Finally, Students Educating and Advocating for Diversity is a continual, proactive effort at the University of Kansas Medical Center. Its main activity, to date, is a discussion series among the university community. (MKA)

ED 445 308 CG 030 374

Chairez, Maria; Brown, Randy
Clark County School District 1999 Dropout Phone Survey Report.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Characteristics; *Dropout Prevention; Economic Factors; Educational Needs; *High School Students; Middle Schools; *Prevention; Program Development; State Surveys
IDENTIFIERS- Clark County School District NV

In response to the problem of school dropout, a Las Vegas school district initiated a Dropout Prevention Plan, a multi-strategy approach to reduce the number of students dropping out of school. The approaches used included staff development; after-school programs for students; community outreach; and targeted middle school interventions. It was determined that these measures were insufficient in reducing the dropout rate without an understanding of why students were dropping out. A study was designed to contact and survey all non-returning students using telephone interviews. Results of these interviews were significantly greater than anticipated. (Not all non-returning students were contacted so there are some limitations in the data.) Overall, the results demonstrated the importance of contacting students who do not return to school. The paper offers suggestions on how best to proceed with this goal. Other findings from the survey include: (1) the dropout rate was

Projects; On-going Individual Reading Assignments; Award Winning Books; Film/Novel Study; Book Challenges and Censorship; and Author Interviews. (Contains 23 references.) (NKA)

ED 445 330   CS 014 134

Eriksson, Asa
Thinking Forwards and Backwards: Metamemory and Metacomprehension Abilities and Strategies in Text Processing.
PUB DATE- 00
NOTE- 149p.; Linkoping Studies in Education and Psychology Dissertation No. 70. Attached to this document are 3 documents on which the present document was based: reprints of 2 journal articles (which are not made available through ERIC due to copyright restrictions); and a manuscript by the author.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Foreign Countries; *High School Students; High Schools; *Metacognition; *Reading Comprehension; *Reading Processes; Reading Research; *Recall (Psychology)

The aim of the present thesis was to investigate high-school students' metamemory and metacomprehension of texts. In three studies, the students read texts and then made prospective as well as retrospective ratings of their own immediate and delayed performance (i.e., measured via text recall and answering performance of comprehension questions). The data have been viewed overall and for different verbal skill groups. Different types of instructions, time of test, placement of rating, types of texts and characteristics of texts have been used. The overall pattern of data suggests that the students accurately predicted and postdicted their text recall. Delayed postdiction accuracy was found, even after a long delay. The pattern for comprehension was not as straightforward, in the sense that the studies demonstrated different results regarding calibration accuracy. However, the students postcalibrated more accurately their comprehension. From a verbal skill perspective, high performing students excelled in performance but the low performing students made the most accurate ratings of memory performance. Irrespective of verbal skill, the students demonstrated study preferences for both memory and comprehension of texts. These preferences interacted with text recall but not with answering performance on the comprehension questions. The results suggest that effort is a key concept to consider in this line of research. First, the students found reading to remember a more effort requiring task than reading to comprehend. This supposedly resulted in better awareness of memory performance than comprehension of the same texts. Also, the reading instruction that emphasizes learning yielded both immediate and delayed prediction accuracy. This instruction was regarded as requiring the most effort. Second, the better the person's verbal ability, the less attention he or she requires to complete the reading task, with the best possible outcome as a result. High verbal skill reading is presumably effortless and automatized. Third, when students studied texts in their most preferred way it again resulted in best possible text recall, but reduced prediction accuracies. Taken together, metacognitive thinking seems to be most useful in the beginning of and in the development of skill. Contains 109 references and 7 tables of data. Appended is a related manuscript by the author. (Author/RS)

English teachers, little is known about programmatic impact of advanced graduate study on the practice of experienced English teachers. Of particular interest were the questions and tensions these teachers struggled with after graduating from progressive programs in English Education and returning to high school classrooms. Analysis of these tensions revealed critical intersections between the personal and public dimensions of their classroom practices. Their purposes for teaching literature and their practices were suffused with ethical, historical, and theoretical considerations for the power of literature and teaching to change lives. Even the physical arrangements of their classrooms and the ways in which they interacted with their students spoke of deeply personal convictions about the act of learning as well as theoretical positions. This paper examines the relationships among theory, identity, and practice as it was represented in the voices and pedagogy of two experienced English teachers in two very different schools and regions of the country. Findings suggest that disciplinary knowledge and teaching practices are socially constructed in interactions among colleagues, students, and the settings in which they teach. Contains 56 references. Appendixes contain interview questions and a literature selection protocol. (NKA)

ED 445 351 CS 217 269

Yancey, Kathleen Blake, Ed.; Huot, Brian, Ed.
Assessing Writing across the Curriculum: Diverse Approaches and Practices. Perspectives on Writing: Theory, Research, Practice. Volume 1.
PUB DATE- 99
NOTE- 271p.; For volumes 2-4, see CS 217 270-272.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Evaluation Methods; Higher Education; Informal Assessment; *Instructional Effectiveness; Portfolios (Background Materials); Program Effectiveness; *Writing Across the Curriculum

Noting that the term "assessment" sounds formal and institutional and frequently generates fear and anxiety, this book presents 14 essays that demonstrate that assessment can help students, teachers, and administrators in writing across the curriculum (WAC) programs learn about what they are doing well and about how they might do better. The first set of essays in the book focus on informal, formative WAC assessments; the second set discuss more formal efforts to assess WAC; and a concluding essay provides a theoretical and historical look at WAC assessment. After a preface, "The WAC Archives Revisited" (Toby Fulwiler and Art Young), essays in the book are: (1) "Introduction--Assumptions about Assessing WAC Programs: Some Axioms, Some Observations, Some Context" (Kathleen Blake Yancey and Brian Huot); (2) "From Conduit to Customer: The Role of WAC Faculty in WAC Assessment" (Barbara Walvoord); (3) "Documenting Excellence in Teaching and Learning in WAC Programs" (Joyce Kinkead); (4) "Contextual Evaluation in WAC Programs: Theories, Issues, and Strategies for Teachers" (Cynthia L. Selfe); (5) "Beyond Accountability: Reading with Faculty as Partners across the Disciplines" (Brian Huot); (6) "How Portfolios for Proficiency Help Shape a WAC Program" (Christopher Thaiss and Terry Myers Zawicki); (7) "Listening as Assessment: How Students and Teachers Evaluate WAC" (Larry Beason and Laurel Darrow); (8) "Program Review, Program Renewal" (Charles Moran and Anne Herrington); (9) "The Crazy Quilt of Writing across

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescent Development; Content Analysis; *Programming (Broadcast); *Sexuality; Television Research; *Television Viewing; *Youth
IDENTIFIERS- Context Dependence; *Sexual Attitudes

Television includes a substantial amount of sexual content, and TV's sexual messages are clearly an important part of adolescent sexual socialization. At a time when the nation is facing a sexual health crisis among young people, special attention needs to be paid to those media depictions that could influence how young people develop their attitudes and beliefs about sex. A study examined the amount and nature of sexual messages on television today. Because "how" sex is shown on TV is as important as "how often" sex is shown, the study did not just count the number of sexual situations, but rather looked as well at the context in which sex is presented on television. Television programming of all genres (except sports, newscasts, and children's TV) was sampled during one week using content analysis techniques to measure and assess these messages, a total of 1351 programs across 10 channels were analyzed. Key findings are: of all shows with sexual content, just 9% include any mention of the possible risks or responsibilities of sexual activity, or any reference to contraception, or safer sex; more than half (56%) of all shows contain sexual content; more than two-thirds (67%) of 11 network prime time shows contain either talk about sex or sexual behavior; among all genres of television programming studied, more than half of shows contain sexual content; and of those instances of sexual intercourse either depicted or strongly implied, 73% were among adults over 25, 23% were among young adults ages 19-24, and 3% were among teens. (NKA)

ED 445 372 CS 510 406

Kunkel, Dale; Cope, Kirstie M.; Farinola, Wendy Jo Maynard; Biely, Erica; Rollin, Emma; Donnerstein, Edward
Sex on TV: A Biennial Report to the Kaiser Family Foundation.
PUB DATE- 99
NOTE- 100p.; See CS 510 405 for the executive summary.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; Children; Content Analysis; *Programming (Broadcast); *Sexuality; Television Research; *Television Viewing; *Youth
IDENTIFIERS- Context Dependence; *Sexual Attitudes

Media portrayals involving sexuality can contribute to the sexual socialization of young people. If television is an important source of information and potential influence about sex for young people, then obviously it is important to understand the nature and extent of sexual information that is being conveyed by television. This report contains findings from a study which represents an effort to overcome the limitations of previous content-based projects that have been relatively narrow in scope and modest in size, limiting the generalizability of the findings--this new study provides a complete and comprehensive examination of sexual messages found across the overall television environment. Following an introduction, the report is divided into these sections: Description of Methods; Presence of Sexual Messages; Types of Talk about Sex; Types of Sexual Behaviors; Messages Involving Sexual Risks or Responsibilities; Further Contextual Elements in Scenes with Sexual Intercourse; Comparing Patterns of Sexual Content across

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Assessment; Educational Environment; Elementary Secondary Education; *Merit Pay; *Performance Based Assessment; Personnel Evaluation; *Teacher Salaries
IDENTIFIERS- *Performance Based Pay

This paper analyzes the current and historical criticism of performance-based compensation in K-12 education. It claims that new compensation methods are feasible and are necessary in order to attract and retain the best and the brightest into the teaching profession. The document outlines the objections to performance-based compensation, which in recent times was termed "merit-pay" compensation: (1) difficulty in evaluating teacher performance; (2) decline in teacher morale; and (3) political problems in the schools. The history of performance-based compensation and the chronic problems that typically undermine the system, such as teaching to tests that measure student performance or direct fraud, are also discussed. The article describes other deceptions in performance-based compensation and offers possible solutions to the objections, including programs that enforce collaboration so as to offset the belief that individual merit undermines the collegial character of effective schools, and the fallacy of believing that there are no effective measurements for "good teaching" since measures are used for hiring and granting tenure. Other areas addressed include the view that reliance on test scores can present major problems, and the concern that by rewarding teachers for student achievement, hard-to-teach children will be left out. (Contains 17 references.) (RJM)

ED 445 394 EA 030 595

Shaw, Robert C.; Hatley, Richard V.
Current School Funding Policy Issues in Missouri, 2000.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Expenditure per Student; Needs Assessment; School Funds; *State Aid
IDENTIFIERS- *Missouri

This paper focuses on the funding of court-ordered desegregation plans in St. Louis and Kansas City and the ongoing search for fiscal equity. After sketching the landmark dates in desegregating the state's two largest cities, the article explores Missouri's continuing quest for fiscal equity in education. It describes the amount of federal aid received by various states and the early formulas for establishing education equity. The document traces the trail to a 1993 decision that determined that Missouri schools were among the most inequitably financed in the nation. This decision determined that inequity in school funding was on the rise, with disparities between the 10 highest spending school districts and the 10 lowest spending school districts increasing steadily from 1987 through 1993. The count stated that the amount of money available for schools makes a difference in the educational opportunities that can be provided to Missouri's children. Financial data taken from 1998-

The U.S. Charter School Movement and Ethnic Segregation.

PUB DATE- 00

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Education; Black Students; *Charter Schools; Elementary Secondary Education; Enrollment Trends; *Ethnic Bias; Minority Groups; Public Schools; *Racial Bias; Research Problems; *School Choice; School Demography; *Socioeconomic Status; State Standards; White Students

IDENTIFIERS- Arizona; California; Michigan; *Stratification

Among the major concerns surrounding school-choice programs is their potential to stratify students along the dimensions of race, ethnicity, or socioeconomic class. The latest among four U.S. Department of Education national evaluations of charter schools reports no evidence that charter schools are predominantly white or that they segregate students. Such statements may serve to misrepresent charter schools and their potential to ethnically and racially stratify students. There is an overreliance on aggregate data to answer the question whether ethnic separation occurs between schools; and in addition, such statements overgeneralize the circumstances of charter schools, which operate under varying conditions often as a result of differing state laws and regulations. This paper presents evidence of ethnic/racial stratification among charter schools in Arizona, California, and Michigan. These three states currently enroll over half of all charter school students in the United States and contain nearly half of the nation's charter schools. The conclusions drawn rest primarily upon findings from three statewide studies. Comparisons among proximal charter and traditional public schools in Arizona, Michigan, and California suggest that a significant number of charter schools are disproportionately more white by about 15 to 20 percent on average. Moreover, certain state charter policies appear to permit such sorting. The evidence presented runs counter to some of the claims intimated by highly regarded national evaluations of charter schools. (Contains 29 references, 3 figures, and 2 tables.) (Author/MLF)

ED 445 415 EA 030 638

Ingersoll, Richard M.

Teacher Turnover, Teacher Shortages, and the Organization of Schools. A CTP Working Paper.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 99

NOTE- 37p.; Paper presented, in part, at the Annual Meeting of the American Sociological Association (Toronto, Ontario, Canada, August 9-13, 1997).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Career Change; Elementary Secondary Education; *Job Satisfaction; *Labor Turnover; Occupational Information; *Organizational Climate; Organizational Theories; Private Schools; Public Schools; *School Organization; Supply and Demand; Teacher Characteristics; Teacher Retirement; *Teachers; Work Environment

IDENTIFIERS- *Schools and Staffing Survey (NCES); *Teacher reorganization, and the others have continued to evolve. Reasons cited for SEA reorganization included changes in response to legislative directives, the strategic plan of the governor or commissioner, or to improve monitoring by approaching it in a more comprehensive manner. Some states wanted to eliminate duplication among divisions, and one SEA decided to reorganize to initiate better departmental-level planning. Benefits of cross-cutting teams include increased attention to the needs of students with disabilities, increased knowledge and awareness throughout various divisions, the inclusion of diverse learners in the planning for systemic reform at the beginning rather than as an afterthought, increased inclusion, a comprehensive approach for education students with disabilities, an expansion of resources, and increased collaboration at the local level. Challenges to successful team functioning are also discussed. The document closes with individual state profiles. (CR)

ED 445 433 EC 308 037

Ahearn, Eileen M.
Students with Disabilities in State Assessments: The NCEO State Reports. Synthesis Brief. August 2000.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Standards; *Accountability; *Disabilities; *Educational Assessment; Elementary Secondary Education; Organizational Change; *Outcomes of Education; Policy Formation; Portfolio Assessment; State Departments of Education; *State Programs; *Student Participation; Surveys

This document synthesizes the 1999 National Center on Educational Outcomes report on special education outcomes, subtitled "A Report on State Activities at the End of the Century," and reviews the changes in states' assessment policies and practices for students with disabilities over the past decade. The report finds that despite the fact that the number of students with disabilities participating in statewide testing programs increased significantly during the 1990s, only 23 states were able to provide participation data for the 1999 survey. For the 23 states, the participation rates varied from 15 percent to 100 percent. Issues influencing participation rates included attaching high stakes to test performance, and the lack of exposure for students with disabilities to the curriculum content on which tests are based. The report also found that states are working on developing policy related to alternate assessment standards as well as developing assessment approaches. Test results were primarily used to guide statewide policy, curriculum or instruction, decisions about school reform, decisions about individual students, or for informal reasons. The report found most states have begun publicly reporting on the performance of students with disabilities in reports that include all test takers. (CR)

ED 445 434 EC 308 038

DO-IT-Pals. Disabilities Opportunities Interworking Technology.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English

IDENTIFIERS- *Testing Accommodations (Disabilities)

This "toolkit" is intended to provide educators, administrators, and family members with an overview of assessment accommodations and modifications for students with disabilities and to be used as a staff development tool. The toolkit is organized into five parts. An introductory section provides an overview of the toolkit. A 15-minute videotape looks at commonly used assessment accommodations from the perspectives of practitioners, policymakers, administrators, and parents. The Practitioner's Guide section briefly describes the most commonly used accommodations in five areas: timing, scheduling, setting, presentation, and response. The Administrator's Guide section includes a discussion of implementation along with examples of schools that have made assessment accommodations for students with disabilities. A pamphlet to share with family members is also included in this section. The final section presents suggestions and ideas for using the toolkit in staff development sessions for small study groups. An appendix provides material suitable for overhead presentation or as handouts. (DB)

ED 445 454 EC 308 060

Katims, David S.

The Quest for Literacy: Curriculum and Instructional Procedures for Teaching Reading and Writing to Students with Mental Retardation and Developmental Disabilities. MRDD Prism Series, Volume 2.

PUB DATE- 00

NOTE- 93p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Classroom Environment; Elementary Secondary Education; Functional Literacy; Instructional Effectiveness; *Literacy Education; *Mild Mental Retardation; *Moderate Mental Retardation; Reading Diagnosis; *Reading Instruction; Student Evaluation; *Teaching Methods; *Writing Instruction

This monograph presents a collection of methods, materials, and techniques for assessing and teaching students with mild to moderate mental retardation to become successfully literate. Part 1 offers a foundation for literacy instruction and considers whether students with mental retardation can learn to read and write, the existence of multiple ways to teach literacy, characteristics of a teacher with a progressive literacy perspective, and evidence of literacy achievement for students with mental retardation. Part 2 focuses on literacy assessment including reasons for assessment, the important stages of literacy development, and assessment techniques and devices. Part 3 is on teaching word identification and comprehension strategies to students with mental retardation and also discusses what teachers must know about the English language to teach reading. Part 4 addresses the teaching of writing strategies to this population with specific consideration of the nature of writing, how students with mental retardation progress in writing, and how teachers can help students improve their expressive writing. The final section offers analysis of an example of a successful classroom. (Contains 27 references.) (DB)

ED 445 455 EC 308 061

psychopathology, in which the Hispanic group reported a much lower prevalence in comparison to the mainland group. In contrast, the Hispanic group reported increased prevalence of teen motherhood and difficulty with friends. Overall, parental psychopathology, adverse life events, and poor family functioning were significantly associated with higher somatic symptoms. (CR)

ED 445 472   EC 308 079

Stimac, Douglas J.; Davis, Cliff; Fick, Kristy; Clark, Hewitt B.; Deschenes, Nicole
Filling in the Gaps: Funding Services To Support Youth and Young Adults as They Transition into Adulthood.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 3p.; In: The Annual Research Conference Proceedings, A System of Care for Children's Mental Health: Expanding the Research Base (12th, Tampa, FL, February 21-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; *Emotional Disturbances; *Federal Aid; *Financial Support; Fund Raising; Knowledge Level; *Private Financial Support; Surveys; *Transitional Programs; Young Adults
IDENTIFIERS- *Florida

This study investigated the various funding sources used by programs which serve and support youth and young adults with emotional and/or behavioral disabilities (EBD) as they transition into adulthood. Initial data from a survey of 18 program sites in Florida that are serving this target population resulted in the identification of more than 40 discrete funding sources, including: (1) five federal programs which may each have several components under which funding might be obtained; (2) six state categorical systems that directly or indirectly support services for portions of this population; and (3) dozens of local sources which can be organized into almost a dozen types of fund sources. No more than 6 of the 18 surveyed agencies make use of any one of the named fund sources, with most fund sources used by only two or three agencies. This distribution amplifies the point that every agency and community utilizes different resources to meet the needs of the young people in this transition-aged population. The most commonly employed source is private funds, such as those obtained through charitable giving or from private businesses that choose to support efforts on behalf of this population. (CR)

ED 445 473   EC 308 080

Yampolskaya, Svetlana; Brown, Eric C.; Greenbaum, Paul E.
Pregnancy in Adolescent Females with Serious Emotional Disturbance: Risk Factors and Outcomes.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 4p.; In: The Annual Research Conference Proceedings, A

Office of Educational Facilities.
PUB DATE- 94
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cost Effectiveness; *Educational Facilities Design; *Educational Facilities Improvement; Elementary Secondary Education; *Energy Conservation; *Guidelines
IDENTIFIERS- Florida

This manual provides a detailed simulation analysis of a variety of energy conservation measures (ECMs) with the intent of giving educational facility design teams in Florida a basis for decision making. The manual's three sections cover energy efficiency design considerations that appear throughout the following design processes: schematic design; design development; and systems design. Designers are advised to aim for the lowest consumption building that is economically possible and to target the major energy users, i.e. lighting and air conditioning, to achieve that goal. Reductions in annual energy use, energy cost, and cooling capacity are provided for comparing relative performance of ECMs. Simple payback of ECMs appears in a chart in each section's overview; life cycle cost savings appear in the conclusions section. An appendix describes the energy simulation program used in the manual to predict energy savings. Case studies are included. (Contains 45 references.) (GR)

ED 445 496 EF 005 779

Educational Specifications: Milton J. Brecht Elementary School.
PUB DATE- 98
NOTE- 68p.; Produced by the Brecht Education Specification Committee.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Classroom Design; Educational Environment; *Educational Facilities Design; Educational Theories; Elementary Secondary Education; Public Schools
IDENTIFIERS- Lancaster School District PA

This document presents recommended facility specifications for the Milton J. Brecht Elementary School (Lancaster, Pennsylvania) designed to contribute to children's learning through the application of multiple intelligence theory and more recently emerging brain based learning knowledge and theory. The report examines the grade levels to be accommodated, enrollment capacity expectations, curricular programs and activities, specific utilization plan, instructional procedures, learning space requirements, specialized instructional facilities, auxiliary areas/facilities, and site issues. Miscellaneous concerns such as intercommunications, waste management, heating and air conditioning, acoustics, and signage are also addressed. Appendices contain the key points of the multiple intelligence theory; a teacher's typical day at Brecht; a memo on wireless possibilities; thoughts concerning room specifications for art, music, and physical education; and the Post Occupancy Classroom and Building Survey. (GR)

ED 445 497 EF 005 780

Kunz, Wendy S.

Immersion Teachers' Perceptions of Learning Strategies Instruction.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 15p.; National Capital Language Resource Center was formerly the National Foreign Language Resource Center.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Cognitive Development; *Cognitive Style; Elementary Education; French; *Immersion Programs; Interviews; Japanese; *Language Teachers; *Learning Strategies; Learning Theories; Professional Development; Second Language Instruction; Second Language Learning; Spanish; *Teacher Attitudes; *Teaching Methods; Thinking Skills

Researchers worked with French, Japanese, and Spanish immersion teachers in metropolitan Washington, DC elementary schools (grades 1-6) to implement language learning strategies in their classrooms. Workshops, materials, and observations were provided for professional support. Teachers were debriefed on the effectiveness of the teacher training and on the impact of strategies of instruction on their students through workshop evaluation forms and individual interviews. The paper reports on teachers' opinions regarding strategies instruction. The following research questions are addressed: (1) What types of teacher development can support strategies instruction for language immersion classrooms? Here it was concluded that the initial training workshop was very useful, as is the opportunity for peer observation of the implementation of new strategies. Teacher ownership of the strategies is very important, so there needs to be a convincing rationale of its effectiveness. (2) Do immersion teachers believe that strategies instruction improves their students' language learning? Teachers found that the new instructional and learning strategies improved student motivation; made students more aware, active, efficient, and responsible learners; and gave students a better understanding of the target language and made them more capable of working independently. "Teaching Interview Guides" and a story, "Sachiko: A Very Good Thinker," a tool for introducing strategies, are included in 2 appendices. (KFT)

ED 445 521 FL 026 392

Elementary Immersion Students Perceptions of Language Learning Strategies Use and Self-Efficacy.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 27p.; For related document, see FL 026 388. National Capital Language Resource Center was formerly the National Foreign Language Resource Center.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Cognitive Development; *Cognitive Style; Elementary Education; Elementary School Students; French; *Immersion Programs; Japanese; *Learning Strategies; Learning Theories; Questionnaires; Second Language Instruction; Second Language Learning; *Self Efficacy; Self Esteem; Spanish; *Student Attitudes; *Teaching Methods; Thinking Skills

This study investigated the relationship of language learning strategies use and self-efficacy of French, Japanese, and Spanish elementary immersion students. Previous and concurrent

NOTE- 508p.; Published quarterly with a supplement in March.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Applied Linguistics; *Morphology (Languages); Second Language Instruction; *Second Language Learning; Syntax; *Tenses (Grammar); Time Factors (Learning); *Time Perspective

This book is about the acquisition of temporal expression in a second language. Temporal expression has come into its own as an arena of research in adult second language acquisition. The investigation of temporal expression includes all linguistic means of reference to time. The study of tense-apart morphology has been the focus of many descriptive and pedagogical accounts of language. Although the pedagogy of tense and aspect has received a great deal of attention, the acquisition of tense aspect systems has received relatively little attention in comparison. Interest in this neglected aspect has been growing, and gradually the investigation of the relationship between instruction and acquisition of tense-aspect, increasing the prospects of an acquisitionally informed pedagogy. The book has seven chapters: "The Acquisition of Time Talk in Second Language Acquisition"; "Meaning-Oriented Studies of Temporality"; "The Emergence of Verbal Morphology"; "The Aspect Hypothesis"; "The Role of Discourse"; "The Influence of Instruction"; and "Past, Present, and Future." Numerous tables, figures, and charts appear throughout the text. Extensive references and an index are included. (KFT)

ED 445 542   FL 026 425

Amselle, Jorge; Allison, Amy C.
Two Years of Success: An Analysis of California Test Scores after Proposition 227. READ Abstract: Teaching English Wins.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); Immersion Programs; Limited English Speaking; *Politics of Education; Scores; Second Language Instruction; Second Language Learning; Standardized Tests; *Test Results
IDENTIFIERS- *California; Proposition 227 (California 1998)

This report summarizes the results of California Proposition 227 so far based on standardized test scores (the Stanford 9) of Limited-English-proficient (LEP) students in reading, math, and language. It also analyzes the redesignation rates of students by district. California Proposition 227, also known as the "English for the Children" initiative, passed in 1998 with 61% of the vote and reversed 20 years of state-mandated bilingual education for LEP children. Based on 3 years' test scores, this report concludes that California's LEP students were not only not harmed by English immersion, but they made significant gains in reading and writing in English as well as math. The greatest gains were made in school districts that chose the strictest interpretation of the initiative and implemented the most intensive English immersion programs. Scores in bilingual programs that remained were largely stagnant. Most interesting is that the youngest students as measured by test scores benefited the most from English immersion while older students, who had already spent years in bilingual education programs, benefited least. This report contains a wealth of detailed data

Language); Foreign Countries; Instructional Materials; *Language Styles; Literacy; Second Language Instruction; Second Language Learning; Teaching Methods; Worksheets; Writing (Composition); *Writing Exercises; *Writing Instruction; Writing Strategies
IDENTIFIERS- Genre Approach; *United Kingdom

This book sets out to adapt and use some of the practical approaches of genre theory to the teaching of writing to English as a Second or Other Language (ESOL) and Basic Skills students in Britain. The book has 9 units exploring different types of text or genres, descriptions of people, descriptions of places, personal narratives, folk stories, formal letters, applications for jobs and courses (personal statements), reports, discussion essays and comparative essays. A brief account of genre theory and the debate and controversy that surrounds it is given in the appendix . Each unit follows a similar format: the units are divided into two parallel sections, one at the foundation, the other at the intermediate level with two model texts at each level. Each section then contains the following: a short set of reading exercises, one page of text analysis, two pages of language exercises, one page of writing exercises, and one writing frame. Four sections include mind maps, and letter layout templates are also provided. For each genre of writing, the following stages are recommended: (1) oral modeling, presentation, and practice; (2) reading text; (3) analysis of text; (4) language exercises; (5) collaborative writing and reconstruction of text; (6) independent writing. Numerous diagrams, pictures, tables, charts, worksheets, check lists, and other material suitable for reproduction and use in the classroom are provided throughout the text. (Adjunct ERIC Clearinghouse For ESL Literacy Education) (KFT)

ED 445 562   FL 801 408

Bello, Tom
The Importance of Helping Adult ESL Students Set Goals.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Students; *Educational Objectives; *English (Second Language); *Guidance Objectives; Learning Motivation; Questionnaires; Second Language Instruction; Second Language Learning; *Student Motivation

This paper asserts that helping students to clarify and commit to realizable learning goals increases learner motivation and retention. It is recommended that any adult English-as-a-Second-Language (ESL) teacher should do some sort of "goals work" with their students and that program-wide strategies to address learner motivation and retention be devised. Goals work conducted by one teacher showed markedly increased retention and completion rate of his students. Two attachments are included: a "Goals For Life And For This Class" questionnaire for students and a worksheet that helps students identify what inhibits and motivates their learning of English. (Adjunct ERIC Clearinghouse For ESL Literacy Education) (KFT)

ED 445 563   FL 801 409

Zwier, Lawrence J.
English for Everyday Activities: A Picture Process Dictionary.
PUB DATE- 99

Informational Memorandum: Trends in Enrollment, Fall 1999 Update.
PUB DATE- 00
NOTE- 9p.; For related documents, see HE 033 175-179.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Enrollment Trends; Full Time Students; Graduate Students; Higher Education; State Universities; Tables (Data); Trend Analysis; Undergraduate Students
IDENTIFIERS- *University of Wisconsin System

This publication presents data on enrollment trends within the University of Wisconsin (UW) System from fall 1989 to fall 1999. Tables include an: historical profile of full-time equivalent (FTE) enrollment; historical profile of headcount enrollment; historical profile of undergraduate FTE enrollment; historical profile of undergraduate headcount enrollment; historical profile of graduate/professional FTE enrollment; historical profile of graduate/professional headcount enrollment; historical profile of percent deviation from FTE targets; and UW System actual and target FTE enrollment, fall 1999. A chart of the UW System headcount FTE enrollments for fall 1972-fall 1999 is also presented. Highlights noted by the report include: the fall 1999 FTE enrollment was 129,961 (up 1.2 percent from fall 1998); the fall 1999 headcount enrollment was 155,298 (up 1.6 percent from fall 1998); and the UW System exceeded its fall 1999 FTE enrollment target by 1.4 percent. (SM)

ED 445 584 HE 033 178

Informational Memorandum: The New Freshman Class, Fall 1999.
PUB DATE- 00
NOTE- 13p.; For related documents, see HE 033 175-179.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; *College Admission; *College Freshmen; *Enrollment Trends; High Schools; Higher Education; Racial Differences; Sex Differences; State Universities; Tables (Data); Trend Analysis
IDENTIFIERS- *University of Wisconsin System

This publication presents data on the University of Wisconsin (UW) System new freshman enrollment for fall 1999. Data tables include new freshman headcount information: by institution, fall 1999; by institution, fall 1989, fall 1994, and fall 1999; by resident status and institution, fall 1999; by resident status, fall 1989 to fall 1999; by gender and institution, fall 1999; by gender, fall 1989 to fall 1999; by race/ethnicity and institution, fall 1999; by race/ethnicity, fall 1989 to fall 1999; by age group, fall 1999; by age group, fall 1989 to fall 1999; by admission category and institution, fall 1999; by admission category, fall 1990 to fall 1999; by ACT composite score and institution, fall 1999; by ACT composite score, fall 1989 to fall 1999; by high school rank and institution, fall 1999; and by high school rank, fall 1989, fall 1994, and fall 1999. Appended are data tables showing new freshmen headcount enrollment by institution, fall 1972 to fall 1999, and new freshmen by average high school percentile rank and institution, fall 1976 to fall 1999. (SM)

ED 445 585 HE 033 179

are: "The Civic Roots of Academic Social Science Scholarship in American" (R. Claire Snyder), which traces the history of the first social science association; "Public Scholarship II: An Interview with Jay Rosen" (Jay Rosen), which suggests how academics might engage with the community; "Leaving the High Ground" (David W. Brown) discusses learning laboratories where interested students can experiment with real-world problems; "The Packaged Self, Modern and Postmodern Persons in Late Capitalist Times: The Challenge to Higher Education" (Mary Stanley) explores the relation between higher education and citizenship development; "Public Work: An Interview with Harry Boyte" (Harry Boyte) offers a definition of democracy as the "unfinished work of people"; in "NIF at A&M" (D. Conor Seyle) a student searches for community; "Talking About My Generation: The Public Work of Today's Young Scholars" (Maria Farland) offers examples of scholar-citizens who use their knowledge for the public good; "The College as Citizen: One College Evolves Through the Work of Public Deliberation" (Douglas Challenger) relates the story of a campus race problem that became a catalyst for change for faculty and students; "Diversity, Democracy, and Civic Engagement: Higher Education and Its Unique Opportunity" (Debra Humphreys) presents a program that tackles both lack of civic engagement and diversity issues; and "An Invitation" (David Mathews), which defines issues to be explored over the next two years and invites readers to join in the conversation. (CH)

ED 445 605   HE 033 241

Executive Compensation in California Public Higher Education, 1999-2000. Higher Education Update.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Policy; Administrators; *Compensation (Remuneration); Educational Finance; Higher Education; Politics of Education; *Salary Wage Differentials; State Colleges; State Universities; *Teacher Salaries
IDENTIFIERS- *California

This report, required by the California state legislature, reviews policies and resultant compensation levels for executives in California public higher education and its community colleges. The report notes that for 1999-2000 average compensation for executives in community colleges increased by 6.8 percent for chancellors of multi-college districts; by 4.9 percent for presidents of campuses in multi-campus districts; and by 8.2 percent for superintendents/presidents in single college districts. Salaries for executives in the community college Chancellor's Office ranged from $80,494 to $169,860. At the California State University (CSU) salaries of campus presidents averaged $197,206, a 13 percent increase over 1998-99. The difference between highest and lowest CSU salaries is $67,428. The report notes these salaries still lag behind those at national comparison institutions by an average of 8.9 percent. At the University of California (UC) average salaries at October 1999 for chancellors of the 10 campuses was $270,500, a 6.9 percent increase over the prior year. The lag in relation to national comparison institutions is 12.5 percent. The difference between the highest and lowest UC salaries is $59,500. Compensation for University of California systemwide executives increased by approximately 8.4 percent

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Citizenship Education; College Faculty; College Students; *Community Services; Educational Research; Higher Education; Outcomes of Education; Program Development; Program Effectiveness; Program Evaluation; *Service Learning; Student Attitudes; Student Development; Student Participation; *Student Volunteers; Teacher Attitudes; Teacher Motivation; Teaching Methods

This report provides peer-reviewed, scholarly research supported in whole or in part by the Office of Educational Research and Improvement through its educational research and development programs. It includes 13 previously published articles from selected refereed journals identifying the best research on community service learning. Section 1, "Philosophy and History of Service Learning," includes (1) "Service Learning: An Introduction to Its Theory, Practice, and Effects" (Richard J. Kraft). Section 2, "National/State Trends," includes (2) "Institutional Support for Service-Learning" (Robert C. Serow, Diana C. Calleson, and Lani Parker). Section 3, "Institutional Trends and Issues," includes (3) "Implementing Service Learning in Higher Education" (Robert G. Bringle and Julie A. Hatcher) and (4) "Integrating Service and Academic Study: Faculty Motivation and Satisfaction in Michigan Higher Education" (Chris Hammond). Section 4, "Outcomes Assessment," includes (5) "Faculty Assessment of Student Learning: Outcomes Attributed to Service-Learning and Evidence of Changes in Faculty Attitudes about Experiential Education" (Garry Hesser); (6) "Integrating Community Service and Classroom Instruction Enhances Learning: Results from an Experiment" (Gregory B. Markus, Jeffrey P.F. Howard, and David C. King); (7) "Effects of an Undergraduate Program to Integrate Academic Learning and Service: Cognitive, Prosocial Cognitive, and Identity Outcomes" (Thomas H. Batchelder and Susan Root); (8) "The Impact of a College Community Service Laboratory on Students' Personal, Social, and Cognitive Outcomes"(Dwight E. Giles and Janet Eyler); and (9) "The Impact of Service-Learning on College Students" (Janet Eyler, Dwight E. Giles, and John Braxton). Section 5, "Program Design," offers (10) "In the Service of Citizenship: A Study of Student Involvement in Community Service" (Robert A. Rhoads). Section 6, "Evaluation and Research," includes (11) "An Assessment Model for Service-Learning: Comprehensive Case Studies of Impact on Faculty, Students, Community, and Institution" (Amy Driscoll, Barbara Holland, Sherril Gelmon, and Seanne Kerrigan); (12) "Campus Compact Special Report"; and (13) "Research Agenda for Contributing Service and Learning in the 1990s" (Dwight E. Giles, Ellen Porter Honnet, and Sally Migliore). Appended are: service learning instruments; community service learning Websites; and community service learning organizations. (Contains 10 references.) (SM)

ED 445 625 HE 033 298

Fitzgerald, Robert A.
College Quality and the Earnings of Recent College Graduates. Research and Development Report.
PUB DATE- 00
NOTE- 101p.; Project Officer was Shelley Burns.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Credits; Course Selection (Students);

admissions selectivity. Research variables included: total FTE faculty, expenditures/FTE faculty, number of publications, number of citations, government grants/contracts, total grants/contracts received, and availability of medical research centers and hospitals. Sections of the paper discuss: the use of DEA in performance measurement; data envelopment analysis; the study methodology; using DEA with a minimum number of variables; integrative performance analysis of multiple variables; strategic positioning of universities; and policy implications of the study findings. The paper concludes that DEA analysis allows academic leadership to more clearly articulate the resource and productivity requirements associated with institutional improvement and, additionally, to plan the direction and magnitude of necessary changes. (Contains approximately 40 references.) (CH)

ED 445 643   HE 033 333

Delaney, Anne Marie
Institutional Researchers as Leaders in Policy: Perspective and Possibilities. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; Change Strategies; *Decision Making; Decision Making Skills; Educational Environment; Higher Education; Individual Power; *Institutional Research; *Organizational Change; Participative Decision Making; Policy Analysis; *Policy Formation; Position Papers; Predictor Variables; Professional Autonomy
IDENTIFIERS- *AIR Forum

This study examined institutional researchers' perceptions regarding their effectiveness in influencing institutional policy changes, the factors that make institutional researchers effective in the policy arena, and researchers perspectives regarding job-related rewards; challenges encountered in seeking to establish influential roles in decision making; and strategies utilized for coping with these challenges. Data was based on a mailed survey sent to 304 institutional researchers in the Northeast; 221 responses were received. Chi-square analysis examined variations in perceived policy effectiveness by gender, current professional position, level of education, and type of institution. Correlation and t-tests were used to investigate relationships between perceived effectiveness in policy and job rewards, job challenges, leadership experience, desire for enhanced skills, and mentor experience. Discriminant analysis identified predictors of perceived effectiveness in policy. The study confirms results of previous research which indicate that level of education has a significant impact on policy effectiveness; institutional researchers with doctorates reported significantly more often that their work had achieved institutional changes in programs or policies. Institutional researchers who include policy recommendations with their reports; conduct follow-up studies on the impact of their work, and whose work is used in executive decision making perceive themselves to be more effective in influencing policy. (CH)

ED 445 644   HE 033 334

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assignments; *Computer Assisted Instruction; Computer Mediated Communication; *Computer Uses in Education; Homework; Independent Study; Junior High Schools; *Learner Controlled Instruction; Personal Narratives; Problems; Student Reaction; Teaching Methods; *World Wide Web
IDENTIFIERS- *Web Pages

A middle school language arts teacher relates how she used the Internet to "scaffold" students' learning. She notes teachers have begun the shift from assigning rote homework to assigning independent work that gives the student the opportunity to test the information on his or her own, and that children need time to make the shift from years of standardized testing to trusting that independent thinking is desirable. After illustrating the problems that students were having in understanding her homework assignments, she outlines her attempts to make them clearer, which, though they didn't use it, included giving them her home phone number. She then demonstrates how the Internet became her method for scaffolding students who were not yet ready for total independence. A simple Web page was designed by a high school student, a brother of one of her students. The first section displayed homework assignments; the second allowed both the questions and answers to be posted continuously; the third held examples of what the teacher wanted the students to accomplish; and the fourth included Web sites that would direct them to helpful resources. The page was finished in one week and the teacher logged on each night at the same time to answer any student questions that were emailed to her. Students expressed their appreciation. (AEF)

ED 445 663 IR 020 260

Potter, Calvin J.; Lohr, Neah J.; Klein, Jim; Sorensen, Richard J.
Information & Technology Literacy Standards Matrix.
PUB DATE- 00
NOTE- 346p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Curriculum Development; *Educational Technology; Elementary Secondary Education; *Information Literacy; *Instructional Development; Language Arts; Mathematics Instruction; Matrices; Science Instruction; Social Studies; State Standards; *Technological Literacy
IDENTIFIERS- Web Sites; Wisconsin

Intended to help library media specialists, technology educators, and curriculum planning teams identify where specific information and technology competencies might best fit into the assessed content areas of the curriculum, this document presents a matrix that identifies the correlation between Wisconsin's Information and Technology Literacy (ITL) Standards and English language arts, mathematics, science, and social studies standards. An introductory section describes the Matrix Project, the Matrix Project Advisory Group, academic standards definitions, the matrix models, and the list of integration resources. The second section presents Matrix Model 1, which correlates content standards for each of the four curriculum areas with the ITL Standards. The third section presents Matrix Model 2, which separates the four content standards of the ITL Standards (i.e., media and technology, information and inquiry, one-stop centers as of August 1996. Of the 39 surveys mailed, 27 (69%) were returned and deemed usable. The responses provided at least partial evidence that some one-stop principles have been put into practice at exemplary or fully operational one-stop centers. Customers appeared to have access to a range of one-stop services via a variety of service delivery modes. Some evidence of service integration among collaborating organizations was also found. The study's six recommendations included utilizing information professionals in the delivery of information services and increasing the use of written plans and group interventions where possible. (Twenty-one tables/figures are included. The bibliography lists 16 references. Appendixes constituting approximately 60% of the document contain the following: letter describing the study; form for nominating one-stop centers; letter explaining the study; and survey instrument.) (MN)

ED 445 182   CE 080 409

Saadat, Ahmed H.
Adult Literacy in Zanzibar.
PUB DATE- 98
NOTE- 8p.; Paper presented at "Non-Formal Education: New Directions for the Year 2000" Africa Regional Literacy Forum (Dakar, Senegal, March 16-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; Adult Basic Education; *Adult Literacy; Community Schools; Developing Nations; Dropouts; *Empowerment; Foreign Countries; *Functional Literacy; *Illiteracy; *Literacy Education; National Surveys; Numeracy; Political Power; School Community Relationship; Teacher Shortage; Teaching Methods
IDENTIFIERS- *Zanzibar

The philosophy behind adult literacy in Zanzibar is that adult literacy is a process whereby the illiterate is empowered to become aware of his or her potential. Literacy activities emphasize a relation to work, sometimes known as functional literacy. Specific objectives of literacy programs are to improve living conditions, impart self-reliant knowledge and skills, eradicate illiteracy, make people conscious of government policies, and advance people to the best of their ability. Classes are conducted wherever premises are available. Literacy programs have included wiping out illiteracy in female co-operative groups; eradicating illiteracy among fishermen; establishing literacy classes in agricultural zones; and launching literacy classes in residential areas. Literacy programs use different methods and techniques, but are frequently guided by the principle of active education. Global and semi-global methods relating the learning of reading and writing with understanding of a message are increasingly widespread. Major problems in achievement of the government's goal of eradicating illiteracy are teacher shortage, curricula, lack of research, traditional assessment, materials shortage, program relevancy, and permanent buildings. Future plans include classes for the disabled, linking literacy programs and primary education, inservice teacher training through distance education, and alternative programs for dropouts. (YLB)

ED 445 183   CE 080 412

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 40p.; "With John Clarke."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Choice; Career Education; *Community Education; Educational Change; Educational Innovation; Educational Sociology; *Experiential Learning; High Schools; Individualized Education Programs; *Nontraditional Education; Partnerships in Education; School Community Programs; *School Community Relationship
IDENTIFIERS- *Personal Learning Plan

Research traced the flow of such events as faculty development, school district initiatives, state and federal policies, student experience, and systems changes in Montpelier (Vermont) High School over six years to identify patterns of activities that supported growing reform. To understand how community-based learning (CBL) for a few students laid the groundwork for what was to become personalized learning plans (PLPs) for all, students, teachers, and administrators were interviewed. The CBL effort began as faculty sought information on alternative programs to engage reluctant students and became a community vision that was validated by district policy in a strategic plan. The administration instituted a long-block schedule, and a mentoring program and CBL internship were established. CBL emerged in the form of a system-wide program for everyone. As paths of the activities converged, the CBL program expanded to include PLP. What makes the PLP program distinctive is its placement of the student's aspirations at the center of a quest: what is he or she doing here, and what is he or she learning and preparing himself or herself to do? The PLP conversation is sustained over the course of four years and dips into all aspects of the student's life. The four phases of the innovation at Montpelier were team and individual capacity building; shaping community vision; structural alignment and adaptation; and systemic resonance. (YLB)

ED 445 201 CE 080 654

Perry, Sally-Anne
Towards the Development of My Practitioner's Model about Learning for Knowing.
PUB DATE- 00
NOTE- 84p.; Final review, critique and application submitted to the Faculty of Graduate Studies in partial fulfillment of the requirements for the degree of Master of Education, Graduate Division of Educational Research specializing in Adult, Community and Higher Education, University of Calgary.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Learning; Andragogy; Associative Learning; Critical Theory; Critical Thinking; Emotional Response; Epistemology; Experiential Learning; *Learning Processes; *Learning Theories; *Lifelong Learning; Literature Reviews; Models; Multiple Intelligences; Multisensory Learning; Nonverbal Learning; Prior Learning; Productive Thinking; Synthesis; *Theory Practice Relationship; Transformative Learning; Visual Learning; Womens Education

and video); (5) copyright and DE (exclusive rights of copyright holders, fair use, public domain); (6) instructional design for DE (principles of instructional design systems, issues to address in the planning process); (7) the DE student; (8) teaching at a distance; (9) handouts, study guides, and visuals; (10) DE, the World Wide Web, and the Internet; (11) assessment for DE (assessing learning gains, traditional assessment tools, alternative assessment); and (12) evaluating teaching and learning at a distance. Each chapter includes a summary, self- test questions, answers to the self-test questions, references, and suggested additional readings. (MN)

ED 445 217 CE 080 680

Consumer Education in Illinois Schools, 2000.
PUB DATE- 99
NOTE- 103p.; For 1986 edition, see ED 269 286. 2000 revisions developed with Don Zabelin.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Budgeting; Clothing; Compliance (Legal); *Consumer Education; Consumer Protection; Credit (Finance); Food; Health Services; *Home Furnishings; *Home Management; *Housing; Instructional Materials; Insurance; Learning Activities; *Money Management; Program Development; Recreation; Secondary Education; State Programs; State Standards; Taxes; Teaching Guides; Transportation
IDENTIFIERS- *Illinois

This publication is intended to assist teachers in planning an instructional program in consumer education to meet the state requirements as outlined in the School Code of Illinois. Each of 15 chapters follows a similar format. Each topic is identified in the opening paragraphs, followed by student objectives, an outline of content, suggested activities, and resources. The resources section at the end of each topic reflects the most current material available. Chapter titles are "The Consumer in the Marketplace"; "The Consumer in Our Economy"; "Budgeting"; "Saving, Investing, and Financial Services"; "Consumer Credit"; "Taxes"; "Insurance"; "Consumer Services"; "Housing"; "Food"; "Transportation"; "Clothing"; "Health Care"; "Recreation"; and "Home Furnishing and Equipment." The "Consumer Education Resources" section contains the most used resources for the field of consumer education. An appendix contains "Consumer Education and the Illinois Learning Standards," a correlation of consumer education to the Illinois Learning Standards. (YLB)

ED 445 218 CE 080 684

Comparative Studies on Lifelong Learning Policies. Report of a NIER/UIE Joint Research Project.
SPONS. AGENCY- Ministry of Education, Science, Sports, and Culture, Tokyo (Japan).; Japan Society for the Promotion of Science.
PUB DATE- 97
NOTE- 337p.; Publication is based on the synthesis seminar held September 24-26, 1996. Also supported by the Tokyo Club.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Case Studies; Change; *Comparative

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Adults; *Career Change; Career Counseling; *Career Development; *Career Education; Case Studies; Counseling Techniques; *Employment Patterns; Individual Characteristics; Individual Development; *Occupational Mobility; *Personality Traits; Trend Analysis; Work Attitudes
IDENTIFIERS- ERIC Digests

The linear career path that once kept people working in the same job is not the standard career route for today's workers. Instead, many workers are now pursuing varied career paths that reflect sequential career changes. Although job mobility no longer carries the stigma once associated with job change, it can still be emotionally stressful. Job mobility is most prevalent among individuals who are first entering the labor market; however, a propensity for job mobility is not unusual in workers of any age or experience in a society where technological advances and global competitiveness are regularly creating new jobs and job roles. Often, self-efficacy and a positive attitude toward job potential are characteristics of adults who consider changing careers. Although many adults mentioned money as their prime motive for change, personal happiness was close behind. Experience can be a predictor of successful career transition. The ability to be flexible and readjust one's goals to accommodate personal values and interests is also important. It has been suggested that career counselors consider the roles of emotion in career development. Although changing careers may seem overwhelming to many, numerous examples confirm that career changes are possible and probable. (Contains 13 references.) (MN)

ED 445 236 CE 080 707

Overtoom, Christine
Employability Skills: An Update. ERIC Digest No. 220.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Change Strategies; Competency Based Education; *Curriculum Development; *Education Work Relationship; Educational Change; Educational Cooperation; Educational Improvement; *Educational Needs; Educational Research; Educational Trends; Employer Attitudes; Employment Potential; *Employment Qualifications; Foreign Countries; Information Networks; Integrated Curriculum; *Job Skills; Needs Assessment; Partnerships in Education; Postsecondary Education; Program Development; Relevance (Education); Secondary Education; Trend Analysis; *Vocational Education
IDENTIFIERS- American Society for Training and Development; Canada; ERIC Digests; Secretarys Comm on Achieving Necessary Skills; United Kingdom; United States

The dual challenges of competing in a world market and rapid technological advancements have necessitated redesign of the workplace into an innovative work environment known as the high-

PUB DATE- 00
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Decision Making; Developed Nations; Economic Research; *Educational Planning; *Employment Projections; Foreign Countries; Job Training; Labor Force Development; *Labor Needs; Labor Utilization; Models; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Australia; Economic Theory

This report focuses on use of large-scale economy-wide models in Australia for occupational forecasting and their use in the vocational education and training (VET) sector for making decisions about training profiles across occupational areas. Section 2 reviews objectives of VET policy as defined in the legislation and Australian National Training Authority annual reports. Section 3 provides a non-technical overview of international perspectives on the role of occupational forecasting in VET planning and identifies informational requirements of VET planning. Section 4 reports the views and practices of personnel in the VET sector relating to use of labor market projections. Section 5 discusses economic modeling, including the: nature of economic models, constructions of models, different types of economic models, model uses and limitations, and implications of VET requirements for model design and structure. Section 6 describes development of major economic models; reviews research of comparative model evaluation; describes major recent developments in the Monash and Murphy modeling capability; examines the National Institute of Economic and Industry Research model, modern multi-country general equilibrium models, and the latest modeling methodologies used for occupational forecasting overseas; and examines strengths and weaknesses of these approaches; and analyzes how they are used in the VET sector. (Contains 80 references.) (YLB)

ED 445 255 CE 080 742

Robinson, Chris
New Directions in Australia's Skill Formation: Lifelong Learning Is the Key.
PUB DATE- 00
NOTE- 49p.; Revised version of the paper "New Skills, New Pathways: Lifelong Learning Is the Key" presented at Post-Compulsory Education and Training: Looking to the Future, Lifelong Learning Network (Canberra, Australia, August 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Aging (Individuals); Developed Nations; Educational Development; *Educational Finance; *Federal Aid; Foreign Countries; Job Training; *Labor Needs; *Labor Supply; *Lifelong Learning; Postsecondary Education; Role of Education; *Skill Development; Technological Advancement
IDENTIFIERS- *Australia

The unparalleled changes in recent years mean that a continuing focus on the preparation of young people for entry to the work force as the keystone of post-compulsory education and training in Australia is no longer sufficient for two reasons. First, technological change and other changes stemming from globalization of economies are now having a profound impact on

Change; *Career Choice; Career Education; *Career Exploration; Developed Nations; Education Work Relationship; *Employment Patterns; Foreign Countries; High Schools; Longitudinal Studies; National Surveys; *Occupational Mobility; Vocational Followup; Vocational Maturity; Young Adults
IDENTIFIERS- *Australia

The occupational pathways of a representative national sample of Australian school leavers were examined over a 7-year period after leaving school. The study was based on the initial vocational interests of male (n=1436) and female (n=1273) high school pupils and formed part of the longitudinal 1970 Youth in Transition study, a national probability sample of Australian youth. The interest inventory used was a 24-item questionnaire of the Holland typology of interests. In a followup over the 7-year period, the full-time occupation was classified in terms of realistic, investigative, artistic social, enterprising, or conventional interest categories. Results indicated a major disparity between initial vocational interests and occupational destinations at the commencement of a career. Sufficient evidence was found to argue that the vocational interests of youth were not always reflected by their initial occupational pathways. The results indicated greater congruence with the passage of time and pointed toward a period of career exploration followed by consistency. (Appendixes include 27 references, 1 figure, and 3 data tables.) (Author/YLB)

ED 445 272   CE 080 787

Flexible Learning for the Information Economy: A Framework for National Collaboration in Vocational Education and Training, 2000-2004.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 00
NOTE- 26p.; Prepared by the Education Network Australia Vocational Education and Training Advisory Group.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Cooperative Programs; *Coordination; Developed Nations; *Educational Cooperation; Educational Planning; Foreign Countries; Government School Relationship; *Information Technology; Job Training; Labor Force Development; Models; Modernization; *Partnerships in Education; Postsecondary Education; School Business Relationship; Secondary Education; *Technological Advancement; *Vocational Education
IDENTIFIERS- Australia; *Flexible Learning

Vocational education and training (VET) has a fundamental role to play in enabling Australia's successful transition to the information economy. Competitive advantage can be supported by intelligent competition and creative collaboration. Governments have played the fundamental role in building a coordinated VET system in Australia and in helping it respond to changing customer needs. Partnerships between the VET industry and the private sector can advance flexible learning in VET. A framework has been developed and represents a strategic plan for the five-year National Project allocation for Flexible Learning. It is designed to support both accelerated take-up of flexible learning modes and to position Australian VET as a world leader in applying new technologies to VET products and services. The framework has a mission and vision. Seven guiding principles are shared benefit, strategic use of new learning

NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Development; *Career Information Systems; Education Work Relationship; Government Role; Labor Market; Program Evaluation; *Program Termination
IDENTIFIERS- National Occupational Information Coordinating Com

This report, annually prepared by the Executive Director of National Occupational Information Coordinating Committee (NOICC) for the NOICC Career Development Training Institute, provides current information on its performance. It identifies issues that require attention, and informs the Board of any NOICC management or policy decisions that may affect the content, direction, or conduct of CDTI activities. It also includes a background of CDTI, its organizational structure, program achievements and initiatives. Each program is given a brief background description and current status. Statistics supporting planned individual training are provided. It announces the termination of NOICC as of June 30, 2000 and enumerates the programs that will stay in place. (JDM)

ED 445 289 CG 030 311

Radd, Tommie R.
Getting from Here to There... Education for the New Millennium.
PUB DATE- 00
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Behavior Modification; Educational Change; *Educational Improvement; *Elementary Secondary Education; Models; School Guidance; Student Problems; Student School Relationship; *Success

This book presents a discussion of new ideas for education and the factors needed to approach educational change. It is designed to be easily read by anyone interested in education. It considers educational and multi-disciplinary practices, and the concerns that impact education and student success. The book is divided into four sections. Section One, "Concerns Impacting Education and Student Success," includes topics on individual development; student skill development; student behavioral concerns; and student destructive behaviors towards others. Section Two, "Essential Elements for Consideration," includes what success looks like; skill development (personal, social, emotional, behavioral); how people learn and change; and the role of the school climate. Section Three "The Plan-A Model to Follow," describes a comprehensive classroom group guidance systems model. Section Four, "Solutions for Student Success," discusses topics on the plan of education for the new millennium including self concept measures, student skill development, and student behavioral concerns. Charts and illustrations are used throughout the book to emphasize the information. (Author/JDM)

ED 445 290 CG 030 322

Mohamed, Othman; Arjo, Mohiddin; Hussin, Awang Ahmad Awang
Perceptions of Work Values and Counseling Program Implications in

inflated due to high student transiency; (2) students leave school to work in response to economic pressures; and (3) it is best to call non-returning students during the first few months of school. (Contains 6 tables and 6 references.) (JDM)

ED 445 309   CG 030 375

Youth Suicide: Results from the 1999 YRBS. Oregon Health Trends. Series No. 57.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *At Risk Persons; *Depression (Psychology); *Environmental Influences; Family Environment; *High School Students; High Schools; *Prevention; Public Schools; Risk; State Surveys; Student Attitudes; *Suicide
IDENTIFIERS- *Adolescent Suicide; Oregon; Suicide Attempts; Suicide Ideation; Youth Risk Behavior Survey

This pamphlet on health trends features the results of the 1999 Youth Risk Behavior Survey (YRBS) on Youth Suicide, which collected demographic and behavioral data from students in 109 Oregon public high schools. The survey asked four questions regarding sadness and suicidal behavior, including whether suicide had been attempted. This report focuses on the students who said they actually attempted suicide. (Some students use a liberal definition of suicide attempt, mistaking vivid ideation for an attempt.) Those among the highest risk group are females; younger students; students within a lower socioeconomic ranking; students that identified themselves as very under- or overweight; and students with chronic health conditions and activity limitations. Suicidal behavior is strongly linked to both environmental and behavioral risk factors. The following risk factors are explained: demographics; student health and self-image; home environment; school environment; and personal behaviors. Warning signs of suicide and suicide prevention strategies are included. Parents and educators often do not recognize a child's suicidal symptoms, or if they do, may feel ill equipped to intervene. Yet without intervention, at-risk youth may attempt suicide. Adults, and youth themselves, should be aware of the indicators of potential suicide risk, and should tell those in a position to help if they see someone exhibiting those signs. (Contains 10 figures, 5 tables, and 7 references.) (JDM)

ED 445 310   CG 030 377

Bosworth, Kris
Protective Schools: Linking Drug Abuse Prevention with Student Success. A Guide for Educators, Policy Makers, and Families.
PUB DATE- 00
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; Cooperation; Educational Change; Elementary Secondary Education; *Health Education; Illegal Drug Use; *Improvement Programs; Integrated Services; Pregnant Students; *Prevention; *Resilience (Personality); Student Empowerment; Success

ED 445 331 CS 014 136

Powell, Douglas R.; D'Angelo, Diane
Guide to Improving Parenting Education in Even Start Family Literacy Programs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Emergent Literacy; Evaluation Methods; *Family Literacy; Parent Child Relationship; *Parent Education; Parent Role; Preschool Education; *Program Implementation
IDENTIFIERS- *Even Start

This guide provides a framework and suggestions for strengthening the quality and impact of parenting education services in Even Start. It is aimed at Even Start state coordinators and local program administrators responsible for supporting and monitoring the quality of parenting education services in Even Start, and at local program staff responsible for designing and implementing parenting education services. Drawing on research information as well as the experiences of local Even Start programs, the guide provides a content framework for parenting education in Even Start; illustrative practices for putting the content framework into action; and suggestions for measuring parenting education outcomes. The first section contains 10 notes, the second section contains 30 notes, and the third section contains 9 notes. An appendix contains the Even Start Performance Information Reporting System (ESPIRS) Form E: Progress Indicators. (RS)

ED 445 332 CS 217 226

Haake, Katharine
What Our Speech Disrupts: Feminism and Creative Writing Studies.
PUB DATE- 00
NOTE- 293p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Creative Writing; *Critical Theory; *Feminist Criticism; Higher Education; Writing Assignments; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Voice (Rhetoric)

This book explores the intersections of creative writing, composition, feminism, and critical theory in ways that speak powerfully to each discipline. It offers provocative considerations of writing and teaching, side by side with practical features including sample assignments and ready to use classroom strategies, as well as a glossary of terms adapted from theory. The book conceives a writing education where the first task is to create a context in which all students feel privileged to claim their own voices, and it formulates a series of suggestions toward a new model of writing education. (Contains 74 references.) (EF)

ED 445 333 CS 217 235

the Curriculum: Achieving WAC Program Assessment" (Meg Morgan); (10) "Integrating WAC into General Education: An Assessment Case Study" (Martha A. Townsend); (11) "Adventures in the WAC Assessment Trade: Reconsidering the Link between Research and Consultation" (Raymond Smith and Christine Farris); (12) "Research and WAC Evaluation: An In-Progress Reflection" (Paul Prior, Gail E. Hawisher, Sibylle Gruber, and Nicole MacLaughlin); (13) "WAC Assessment and Internal Audiences: A Dialogue" (Richard Haswell and Susan McLeod); and (14) "Pragmatism, Positivism, and Program Evaluation" (Michael M. Williamson). (RS)

ED 445 352 CS 217 270

Howard, Rebecca Moore
Standing in the Shadow of Giants: Plagiarists, Authors, Collaborators. Perspectives on Writing: Theory, Research, Practice. Volume 2.
PUB DATE- 99
NOTE- 210p.; For volumes 1, 3, and 4, see CS 217 269-272.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ethics; Higher Education; *Plagiarism; *Writing (Composition); Writing Teachers
IDENTIFIERS- Authorship; Creation; Mimetic Discourse; Purpose (Composition)

This book is a history of composition studies which follows a single strand: plagiarism. The problem the book addresses is the contradictions between what composition scholars now collectively believe about reading and writing, and what composition teachers (including many of those same composition scholars) actually put into practice in their classroom representations of authorship and plagiarism. The book concludes with recommendations for how those contradictions might be reduced or at least addressed. The composition history that this book offers is a history of how "patchwriting" (something all academic writers do) came to fall outside the category of mimesis and into the category of cheating. The book's ideological task is to identify the cultural work that this criminalization of patchwriting serves. And its teleology is an effort to restore patchwriting to the category of mimesis. The book asserts that patchwriting has a legitimate and valuable place in literacy instruction and recommends that the category of plagiarism be redefined by educational institutions: that authorial intention become a component in determining what is and is not plagiarism, and that patchwriting qualify as plagiarism and thus as transgression only if the author's intention is fraudulent. Contains an extensive references list. (NKA)

ED 445 353 CS 217 271

Rosner, Mary, Ed.; Boehm, Beth, Ed.; Journet, Debra, Ed.
History, Reflection, and Narrative: The Professionalization of Composition, 1963-1983. Perspectives on Writing: Theory, Research, Practice. Volume 3.
PUB DATE- 99
NOTE- 357p.; For volumes 1, 2, and 4, see CS 217 269-272.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)

Program Genres; Sexual Messages Involving Teenagers; Sexual Messages in Prime-Time Network Programming; Sexual Messages in Children's Programming; and Summary and Conclusions. Contains 29 references. Appendix A contains a composite week sample, and Appendix B contains a broadcast network prime-time over-sample. Contains 29 references and 21 tables of data. A chart pack contains 6 data charts. (NKA)

ED 445 373   CS 510 411

Brown, Cynthia Lynn
Longevity and the Secondary Theatre Arts Teacher: A Case Study.
PUB DATE- 97
NOTE- 115p.; Ph.D. Dissertation, Arizona State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Secondary Education; *Secondary School Teachers; Teacher Characteristics; *Teacher Motivation; *Teacher Persistence; *Theater Arts

This study identifies the personal characteristics and external support systems which may lead to longevity in the careers of theatre arts teachers. One particular theatre teacher, Nan, was identified and studied. This teacher was an outstanding theatre teacher for 30 years and worked in the same school for that 30 year period. Interviews were conducted with Nan, her current and former students, and colleagues. Classroom and rehearsal observations were conducted and artifacts used in teaching and directing were collected. Early hypotheses on longevity focused on the physical school environment and the administrative support systems of the teacher. At the conclusion of the study, these factors did not appear to play pivotal roles in longevity but were a significant part of the larger puzzle. Contextual conditions, created and sustained by Nan for a significant period of time, emerged as a possible explanation for her longevity. Several of these significant contexts included: her long term working relationship with a colleague in an environment she helped create, which allowed her to share the responsibilities and stresses of teaching theatre; the use of her previous teachers' contexts, some of which she eventually adopted as her own; and her ability to maintain her love for the art of theatre and keep theatre within the context of an art form. Towards the end of her career, when she was no longer able to control her changing contexts, she retired from teaching. Several other internal and external qualities seemed to characterize the longevity of this particular teacher. It appears that if a theatre teacher is inspired to teach theatre and allowed to do so in a supportive and autonomous setting with the help and presence of other talented and supportive individuals, longevity in the profession may result. Contains 70 references. (Author/RS)

ED 445 374   CS 510 412

Annarella, Lorie A.
The Starlight Princess: Learning from the Theatre Experience.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

99 show a slight deviation from the steady decline in the disparity ratio since legislative fixes were put in place, along with a revised funding formula that had gradually improved equity of funding among Missouri school districts. However, gains during 1998-99 were not impressive. Two charts portray spending ratios among states and spending disparities. (RJM)

ED 445 395 EA 030 597

Education Commission of the States Highlights of 1999-2000.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Educational Improvement; Educational Quality; Elementary Secondary Education; Formative Evaluation; Partnerships in Education
IDENTIFIERS- Education Commission of the States

This report details the activities of the Education Commission of the States (ECS) during 1999-2000. The accomplishments of the ECS are presented in six parts: constituent/state services; information services; conferences, workshops, and other meetings; organizational performance; key issues; and priorities for 2000 and beyond. The highlights of the agency's work include their provision of expert consultation, policy information, and technical assistance to education policy leaders; the completion of a 4-year State Leadership for Learning initiative; an improved annual electronic survey of constituent needs; and the offering of tailored services. The organization also responded to 2,625 information requests, put in place an extensive media strategy for promoting key issues, redesigned its Web site, produced more than 60 new publications, expanded distribution of ECS publications, provided learning and networking opportunities for 570 individuals, raised 5.6 million dollars during FY99, ended FY99 with a small surplus, and completed a national search for a new president. The organization also launched studies or initiatives on community colleges, trends in postsecondary education, early learning, service learning, for-profit institutions, quality teaching, and comprehensive school reform. ECS priorities will include improved leadership in states, school districts, and schools; the transformation of public postsecondary education; and the strengthening of connections between pre-K-12 and postsecondary education. (RJM)

ED 445 396 EA 030 601

Two Paths to Quality Teaching: Implications for Policymakers. An ECS Staff Comparison of the Positions of the National Commission on Teaching and America's Future and the Thomas B. Fordham Foundation.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 00
NOTE- 29p.; Based on a debate between Linda Darling-Hammond and Chester E. Finn, Jr. at the Spring Steering Committee Meeting of the Education Commission of the States (Cheyenne, Wyoming, March 26, 2000). Produced in conjunction with the ECS Quality Teaching for the 21st Century Initiative.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Followup Survey (NCES)

This analysis examines the effects of school and organizational characteristics on teacher turnover and, in turn, school staffing problems. The analyses are based on data from the Schools and Staffing Survey and its supplement, the Teacher Followup Survey, a large, comprehensive, nationally representative survey of teachers and schools conducted by the National Center for Education Statistics. Teacher characteristics, such as specialty field, age, and retirement, account for a significant amount of turnover. There are also significant effects of school and organizational characteristics on turnover that have largely been overlooked by previous theory and research. The data show that while high-poverty public schools have moderately higher rates, neither larger schools, nor public schools in large school districts, nor urban schools have high rates of teacher turnover. In contrast, small private schools stand out for their high rates of turnover. The analysis also shows that math and science teachers are not more likely to depart than other teachers, once other factors are controlled. Moreover, the amount of turnover accounted for by retirement is relatively minor when compared to that resulting from two related causes teacher job dissatisfaction and teachers pursuing better jobs or other careers. Organizational characteristics such as inadequate support from the administration, low salaries, student discipline problems, and limited faculty input into school decision-making all contribute to higher rates of turnover, controlling for the characteristics of teachers and schools. The results suggest that school staffing problems are not solely a result of shortfalls driven by increasing retirement levels, but also a result of low retention due to organizational conditions. (Contains 99 references, 16 endnotes, 4 tables, and 2 figures.) (Author/MLF)

ED 445 416 EA 030 656

Kiley, Therese J.; Jensen, Rita A.
A Professional Development School Staff's Perceptions of Actual and Preferred Learning Environments.
PUB DATE- 00
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Behavior Standards; Cultural Context; *Faculty Development; *Organizational Climate; Organizational Communication; Participative Decision Making; *Professional Development Schools; *Professional Personnel; School Personnel; *Teacher Attitudes; Work Environment
IDENTIFIERS- *Learning Environments; Rituals; *School Level Environment Questionnaire

A study assessed the teaching/learning environment of one professional development school in a variety of ways that included a combination of quantitative and qualitative measures. Results were analyzed using the eight scales of the "School Level Environment Questionnaire" (SLEQ) as categories: Student Support, Affiliation, Professional Interest, Staff Freedom, Participatory Decision Making, Innovation, Resource Adequacy, and Work Pressure. In addition, the following five features of organizational culture served as lenses through which to view emerging themes and patterns: shared values,

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Exploration; Career Guidance; College Admission; *Disabilities; Education Work Relationship; Engineers; High Schools; Internet; Mathematicians; *Mentors; *Science Careers; Science Interests; Scientific Personnel; Scientists; *Telecommunications; *Transitional Programs

This booklet describes the DO-IT Pals program, a University of Washington program designed to encourage high school students with disabilities to explore careers in science, engineering, mathematics, and technology and learn more about how to prepare to enter these fields of study and employment. The program provides students with information about college entrance requirements, application procedures, college survival skills, internships opportunities, resume and interviewing tips, and additional resources to help them through the transitions to college and employment. Students participate in the following activities: frequent electronic communication and personal contacts with mentors who support students' academic, career, and personal goals; use of the Internet to explores academic and career interests, make friends and motivate each other to achieve goals; and application their skills and knowledge to design and complete independent or team projects based on their interests. The role of the mentor is described, along with the technology needed to participate in the programs. (CR)

ED 445 435   EC 308 039

Goldstein, Howard; Thiemann, Kathy
Effects of Visually-Mediated Intervention on the Social Communication of Children with Pervasive Developmental Disorders. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communication Skills; *Developmental Disabilities; Elementary Education; Generalization; Inclusive Schools; Instructional Effectiveness; Interpersonal Competence; *Intervention; Peer Relationship; *Social Integration; *Training Methods; *Visual Learning
IDENTIFIERS- *Pervasive Developmental Disorders

This study investigated the effects of a visually mediated intervention (i.e., social stories, written social phrases, pictures of social skills, and videotaped feedback) on the social communication of five elementary students with pervasive developmental disorders. Five triads, each with one subject and two typically developing peers were formed. A multiple baseline design across triads and social behaviors revealed that the intervention was effective in increasing the frequency of four specific social communication skills for the five focus children. Two participants demonstrated generalization of social improvements and parents and naive judges reported improvements in social interactions for all triads. Class-wide sociometric ratings increased for four of the five participants. Overall, the intervention was judged effective in teaching social skills necessary for participation in conversations and positive social interactions with peers in

Paraschiv, Irina
Development of a High School Curriculum That Promotes Self-Determination and Independence Skills.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (Washington, DC, June 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; *Decision Making Skills; *Disabilities; Graduation Requirements; High Schools; Leadership Training; Personal Autonomy; *Problem Solving; Secondary Education; *Self Advocacy; *Self Determination
IDENTIFIERS- North Carolina

This paper discusses the development of the Basic Skills Model, a theoretical framework that has enabled North Carolina educators to propose to the Department of Public Instruction the development of a curriculum for high school juniors and seniors with disabilities. The curriculum is designed to enable students to gain the necessary skills to cope with various unexpected, difficult situations and promote independent and self-determined behavior. The main outline of the curriculum is presented and includes the development of skills in the following areas: (1) self-knowledge; (2) assertiveness training; (3) problem solving skills; (4) self-advocacy skills; and (5) leadership skills. Current trends in the field of developmental disabilities are discussed and 25 elements of self-determination are listed. Appendices also include a list of personal outcome measures, the skills model, North Carolina graduation and course of study requirements, and principles of the occupational course of study on self-advocacy and problem solving. (CR)

ED 445 456 EC 308 062

Paraschiv, Irina
Self-Determination, Self-Advocacy, and the Role of the Professional.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (Washington, DC, June 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making Skills; *Disabilities; *Leadership Qualities; Personal Autonomy; *Problem Solving; Secondary Education; *Self Advocacy; Self Determination; Skill Development; *Teacher Role
IDENTIFIERS- North Carolina

This paper discusses the development of self-determination skills by students with disabilities and the role of the professional in promoting these skills. It begins by providing a list of 25 elements of self-determination and then explains the importance of promoting the development of self-advocacy groups and other endeavors initiated by and for individuals with disabilities. Basic leadership characteristics are provided, along with secondary leadership characteristics. Self-determination and

System of Care for Children's Mental Health: Expanding the Research Base (12th, Tampa, FL, February 21-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; *Dropouts; *Early Parenthood; *Emotional Disturbances; Family Characteristics; Family Influence; Females; Individual Characteristics; Interviews; Minority Groups; Predictor Variables; *Pregnancy; *Racial Differences; Self Esteem; Socioeconomic Status

This 7-year study examined the consequences of early pregnancy and parenting for girls with serious emotional disturbances (SED) and risk factors identified with teenage pregnancy. Risk factors that were examined included sociodemographic characteristics, psychological characteristics, and psychopathology. The 109 participants in the study were recruited from residential mental health and community-based special educational programs. Data collection procedures included interviews with girls, telephones interviews with their parents, and performance on psychological measures. Results indicated: (1) among the sample of 190 girls, 78 had children during the 7-year study; (2) age at first pregnancy ranged from 13 to 22 years; (3) girls of color were more likely to become pregnant earlier than Caucasian girls and almost twice as likely to get pregnant; (4) girls from lower income families were 45 percent more likely to get pregnant than girls from higher income families; (5) early pregnancy also was associated marginally with participants' mothers having been teenagers themselves when they first gave birth; (6) girls who dropped out of school were over 3 times more likely to get pregnant after dropping out than girls who did not drop out; and (7) conduct disorder was associated with early pregnancy, but not self-esteem or family cohesion. (CR)

ED 445 474 EC 308 081

Kaye, H. Stephen
Disability and the Digital Divide. Disability Statistics Abstract Number 22.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Adults; Age Differences; *Computers; *Disabilities; Economic Status; Educational Attainment; Family Characteristics; Family Income; *Internet; Minority Groups; National Surveys; Older Adults; *Predictor Variables; Racial Differences
IDENTIFIERS- *Access to Computers

This report discusses findings from the Current Population Survey of 1998 that found Americans with disabilities are less than half as likely as their counterparts to own a computer, and they are about one-quarter as likely to use the Internet. Others findings indicate: (1) among persons 65 years of age or older, only one-tenth of those with disabilities have computers at home, compared to 25.3 percent of those without disabilities; (2) only 2.2 percent of elderly people with disabilities use the Internet, a rate of about one-quarter that of those without disabilities; (3) among individuals with

Cultural Impact of Participants in the Design of Community Schools.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Architects; *Community Involvement; *Cooperative Planning; Educational Facilities Design; Elementary Secondary Education; Public Schools; *School Districts; *Shared Facilities

This report examines how the traditional roles and relationships between a school system as owner, and the architect, as designer, are substantially altered when educational facilities share their spaces for non-school use. It indicates that shared use often brings school systems into conflict with their new partners over design criteria, building access and control, and scheduling. These additional funding sources and user groups may have their own defined cultures, which through a period of trial and error, must adjust to the two established cultures of the architect and the school system, and vice versa. Both the school system and the architect, their historical roles substantially changed with the introduction of new stakeholders, now must adjust to the additional owners and using groups whose criteria sometimes are at odds with the established school system. The extent of these conflicting cultures is described. (Contains 13 references.) (GR)

ED 445 498 EF 005 781

Usmen, Mumtaz; Dikec, Tunc; Baradan, Selim; Emari, Hani
Evaluation and Improvement of the Functions and Operations of the DPS FMCI Service Center. Final Report.
SPONS. AGENCY- Detroit Public Schools, MI. Dept. of Facilities Management and Capital Improvements.
PUB DATE- 99
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; *Capital Outlay (for Fixed Assets); *Educational Facilities Improvement; Elementary Secondary Education
IDENTIFIERS- *Detroit Public Schools MI; Evaluation Reports

This study examines the Detroit Public Schools Department of Facilities Management and Capital Improvements Center (DFMCI) in the following five areas: 1) establishing the DFMCI's status in its organizational structure, functions, and operations; 2) determining the pertinent parameters/measures for the DFMCI's success; 3) evaluating the DFMCI using these parameters; 4) identifying shortcomings and challenges associated with the DFMCI's set-up, functions, and operations; and 5) developing recommendations for improvements in a continual mode. Based on the study's findings, the report provides a set of recommendations to be considered by the DFMCI to impart improvements on its administration and operations. Exhibits of various reports, forms, and maintenance employee directory conclude the report. (GR)

ED 445 499 EF 005 782

Stoecklin, Vicki L.
Design for All Children.
PUB DATE- 99

research conducted by the National Capital Language Resource Center (NCLRC) indicated that secondary level language students show positive correlations between the amount of learning strategies use and level of self-efficacy. However, no research has investigated whether this correlation is positive with younger students. Through two questionnaires, The Immersion Language Learning Strategies Questionnaire and The Immersion Self-Efficacy Questionnaire, researchers were able to collect and analyze data on elementary school students' reported use of strategies and self confidence to address the research question: "Do students who show greater use of language learning strategies perceive themselves to be more effective language learners?" Results revealed that younger students, grades 4-6, who reported greater strategy use also perceived themselves to be more confident learners. This information provides incentive for teachers to teach and promote strategies for use in the classroom as a way of increasing students' self confidence as learners who may then be more ready to take on challenging learning tasks. Tables and matrices display detailed data and findings. Both questionnaires are appended as appendix A and B. 5 references. (Author/KFT)

ED 445 522 FL 026 394

Tokmouline, Timur
Artificial Intelligence in Computerized Linguistic Analysis.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Algorithms; Artificial Intelligence; *Computational Linguistics; *Computer Assisted Testing; Educational Technology; Interference (Language); Language Research; Linguistic Theory; *Structural Analysis (Linguistics); *Test Construction

This article explores whether or not it is possible for computers to be effectively used to analyze textual information. Computerization of human linguistic analysis would be enormously useful, because it would relieve many highly skilled linguistics professionals (researchers and teachers) from having to spend enormous amounts of time on the tedious task of analyzing the composition of tests based on educational materials. A general algorithm operationalized in a computer program is proposed for linguistic analysis. The researcher concludes that the proposed algorithm is effective, because it has been demonstrated to analyze a predicate of a simple informative sentence, effectively automating the task of linguistic analysis. It is asserted that this is a significant breakthrough in the field. Several matrices and screen captures appear throughout the article. (KFT)

ED 445 523 FL 026 395

Studies in Kagayanen.
PUB DATE- 99
NOTE- 122p.; Studies in Philippine Languages and Cultures was formerly Studies in Philippine Linguistics.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Cultural Education; Foreign Countries; Grammar; Language Research; Linguistics; Native Speakers; Second Language Instruction; Second Language Learning; Structural

on the test scores of several school districts covering every area of California. Overall, it is argued that hard evidence exists that the law has been a huge success, not the catastrophe that critics predicted. (KFT)

ED 445 543 FL 026 426

An English as a Second Language and Bilingual Education Toolkit: A Working Document To Support Pre-K-12 Students in Achieving Maine's Learning Results.
SPONS. AGENCY- Portland Public Schools, ME.; University of Southern Maine, Gorham.; Maine Univ., Orono.; Brown Univ., Providence, RI. Education Alliance for Equity in the Nation's Schools.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 106p.; Also sponsored by the New England Comprehensive Technical Assistance Center and Northern New England Teachers of English to Speakers of Other Languages.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education Programs; Check Lists; *Educational Resources; Elementary Secondary Education; *English (Second Language); Language Minorities; Reference Materials; Second Language Instruction; Second Language Learning; State Curriculum Guides; Uncommonly Taught Languages; Worksheets
IDENTIFIERS- *Maine

This toolkit has been developed in an attempt to ensure that limited-English-proficient (LEP) students are provided with fair opportunities to learn that reflect the resources, conditions, and practices they need to achieve higher standards. This framework embraces the concept that local decisions must be made regarding how to best support and challenge these students. It also recognizes that for implementation to occur and for all students, including LEP students, to be able to demonstrate mastery of the Learning Results, some fundamental principles must guide the work. These fundamental principles include the following: student focus learning activities, equity and responsibility, fair and adequate assessment/reflection/action, learning and continuous professional improvement, leadership, teacher depth in both content and instruction, local focus and choice, organizational change, and the public and common good. The guide is divided into four parts. Part one, "Foundations," provides the rationale for the book, explains the development and organization of the book, as well as the theoretical foundations and the principles of language acquisition. Part two, "Tools," provides curriculum aids, guides to performance, and guides to learning strategies and classroom techniques. Part three, "Resources," refers practitioners to resources not in the toolkit. Part four contains a glossary and bibliography. (KFT)

ED 445 544 FL 026 427

Delamere, Patricia
Teacher Training in the Czech Republic.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Vancouver, BC, Canada, March 14-18, 2000).

NOTE- 96p.; A companion audiotape and audio CD are included for both the student book and the listening activity book--a total of two audiotapes and two audio CDs. Illustrated by Nozumi Kudo.
LANGUAGE- English; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100),Non-print Media (100)
DESCRIPTORS- Adult Education; Audiotape Cassettes; Check Lists; *Daily Living Skills; Dictionaries; *English (Second Language); *Illustrations; Instructional Materials; Lexicography; Optical Disks; Second Language Instruction; Second Language Learning; Textbooks; Verbs; Workbooks; Worksheets

These books are designed to help English-as-a-Second-Language (ESL) students learn the skills they need to communicate the step-by-step aspects of daily activities. Unlike most picture dictionaries, this is a verb-based multi-skills program that uses a student text with a clear and colorful pictorial detail as a starting point and focuses on the specific processes involved in activities such as waking up, riding a bus, playing CDs, and using an ATM. There is also a Spanish/English edition included to maximize effectiveness. In addition to the English and English/Spanish editions, three guide books are also included--a teacher's guide, a student workbook, and a listening activity book. An audiotape and an audio CD for both the student workbook and the listening activity book are included. A transcript of the audiotape and CD for the listening activity book is also provided. A total of 10 items comprise this document--2 books, 3 workbooks, and a transcript of the audiotapes/CDs, and 2 each of audiotapes and audio CDs. (Adjunct ERIC Clearinghouse For ESL Literacy Education) (KFT)

ED 445 564   FL 801 410

Florez, MaryAnn Cunningham
Finding and Evaluating Adult ESL Resources on the World Wide Web. ERIC Q & A.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Computer Uses in Education; *Educational Resources; *English (Second Language); *Literacy; *Online Searching; Second Language Instruction; Second Language Learning; *World Wide Web

One of the challenges often mentioned by users of the World Wide Web is creating and implementing successful searches on topics of interest. This article provides background information about adult English-as-a-Second-Language (ESL) resources available on the Web. It describes various search tools, explains how to create search strategies and how to combine the right tool with the right strategy for finding specific information, and suggests ways of evaluating Web resources resulting from a search. Although written for adult ESL practitioners, this Q & A is appropriate for all educators seeking efficient ways of locating resources on the Web. The article begins with a description and overview of the Web. The specific details of how materials are accessed is then explained. Next, the four most common tools for finding information on the Web are described--search engines, directories, Web loops and rings,

New Freshman Outcomes: Retention and Graduation. Occasional Research Brief, Volume 00, No. 1.
PUB DATE- 00
NOTE- 33p.; For related documents, see HE 033 175-178.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; Benchmarking; *College Freshmen; College Graduates; *Graduation; Higher Education; *School Holding Power; State Universities; Student Characteristics; Tables (Data)
IDENTIFIERS- *University of Wisconsin System

This reports presents data on college freshman retention and graduation in the University of Wisconsin (UW) System. The four sections of text and data tables examine: trends in retention and graduation rates for the period 1977-98; graduation and retention rates by new freshman characteristics (high school quartile, entry age, race/ethnicity, gender, residence); retention, graduation, and transfer-out rates; and benchmarking (derived from expected graduation rates, peer institutions, national/regional comparisons, and internal UW system data). A summary of findings notes that: (1) UW retention rates have increased steadily from 1977-98; student attrition is greatest in the first year after matriculation and declines thereafter; (2) four-year graduation rates declined in the 1980s but increased in the 1990s; the 1995 cohort had the highest four-year graduation rate ever; (3) six-year graduation rates increased from 19.2 percent in fall 1977 to 59.5 percent for the 1993 cohort; (4) students from the highest high school quartile had cumulative six-year graduation rates approximately twice those of students in the third and fourth quartiles; (5) students entering the UW system prior to age 20 had six-year graduation rates approximately twice those of older students; (6) and six-year graduation rates have increased for all students of color. Six additional data tables are appended. (CH)

ED 445 586 HE 033 180

Investing in the Future: Strategic Planning, FY 2001 Appropriations Requests, Supplemental & Statistical Information.
PUB DATE- 00
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; Cost Estimates; *Educational Finance; Educational Technology; Enrollment Trends; Facilities; Graduate Study; Higher Education; *Operating Expenses; Research; Resource Allocation; State Colleges; State Universities; Strategic Planning; Tables (Data); *Teacher Salaries
IDENTIFIERS- *Iowa

This document presents the State of Iowa Board of Regents fiscal year (FY) 2001 budget requests and provides information about the Board and its institutions. An introductory section 1 offers an overview of the Board of Regents' functions, including a mission state and governance process, and explains FY 2000 appropriation reductions and FY 2001 budget priorities. Part 1 of the document outlines the Board's strategic planning development; it focuses on strategic plans, the Regent's mission statement, Regent responsibilities; vision statement, values statement, culture statement, and four key result areas:

over the prior period. (CH)

ED 445 606 HE 033 242

Miles, Albert S.; Miller, Michael T.
Application of Preventative Legal Considerations to the Alumni Affairs Administrator.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Administrators; Alumni Associations; Compliance (Legal); Donors; Educational Finance; *Fund Raising; Higher Education; *Institutional Advancement; Laws; *Legal Problems; *Legal Responsibility; *Private Financial Support; Public Relations; Risk Management
IDENTIFIERS- *Americans with Disabilities Act 1990

Colleges and universities increasingly rely on fund raising activities as a major source of operating revenue, a process which is wrought with legal pitfalls. This document provides an overview of the legal considerations of fund raising for the alumni and development officer, focusing particularly on span of control considerations between alumni affairs and fund-raising officers and on the use of volunteers. The discussion examines the changing role of alumni affairs administrators; the process of raising money; the role of fund-raising professionals; endowments; and the increasing competition for philanthropic dollars. Also noted are the legal considerations related to such fund-raising activities, including contract law, the law of agency, compliance with the Americans with Disabilities Act, due process, and harassment. The paper cautions institutions on the attendant legal liabilities they must be cognizant of when alumni and others go about institutional advancement activities. (CH)

ED 445 607 HE 033 243

LaPidus, Jules B.
Doctoral Education: Preparing for the Future.
PUB DATE- 97
NOTE- 14p.; Some copy on page 9 is missing.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Career Planning; *Careers; College Faculty; *Doctoral Programs; *Education Work Relationship; *Educational Objectives; Employment Opportunities; Employment Potential; Graduate Study; Higher Education; *Relevance (Education); Research

This monograph notes the dichotomy between doctoral education and preparation for various kinds of jobs or careers, arguing that while doctoral education prepares people to do independent research, employers by and large are seeking other skills. This paper attempts to examine the role of graduate education through a variety of lenses--e.g., as preparation for a career in research, preparation for scholarship, for faculty positions, for industrial positions, for professional practice, for other positions, and for life. It sees preparation for research as a vehicle for preparing scholars, and it defines scholarship as seeing one's research within a larger framework of intellectual work. In considering preparation for faculty positions the paper notes that more attention must be placed on

Degrees (Academic); *Education Work Relationship; Educational
  Experience; Enrollment Trends; Family Characteristics; Grade
  Point Average; Graduate Study; Higher Education; *Institutional
  Characteristics; Labor Market; Majors (Students); *Outcomes of
  Education; *Salaries; Selective Colleges; Tables (Data); *Wages
IDENTIFIERS- College Entrance Examination Board; *Earning
  Potential; High School and Beyond (NCES); Integrated
  Postsecondary Education Data System; Postsecondary Education
  Transcript Study

This report examines the association between institutional characteristics and the earnings of recent college graduates five years after graduation. Data from the 1980 High School and Beyond (HS&B) survey were combined with information about courses, grades, credits, and credentials contained in the Postsecondary Education Transcript Study, a comprehensive source of information about the postsecondary experiences of the 1980 HS&B sophomore cohort. Information about the colleges came from the Integrated Postsecondary Education Data System. The study also included information from the College Board's Annual Survey of Colleges. Data analysis indicated that the net contribution of college characteristics to variance in men's earnings was relatively small (somewhat less than the net effect of background characteristics on earnings). Higher education experiences accounted for substantially more variance in men's earnings than either college or background characteristics. Institutional characteristics explained more of the variance in women's earnings than they did in men's earnings. For both sexes, choice of major related to later earnings. Attending a selective versus nonselective institution also related to higher earnings. Appended are technical notes and methodology; standard error tables; and a glossary. (Contains 55 references.) (SM)

ED 445 626   HE 033 299

Burke, Joseph C.; Rosen, Jeff; Minassians, Henrik; Lessard, Terri
Performance Funding and Budgeting: An Emerging Merger? The Fourth
  Annual Survey (2000).
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,
  Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Finance; Higher Education; Public
  Colleges; Questionnaires; School Effectiveness; State
  Government; State Legislation
IDENTIFIERS- *Performance Budgeting; *Performance Funding

This report presents the results of the fourth annual survey of programs linking state budgeting to public college and university performance. A telephone survey conducted with all 50 state higher education finance officers examined the status, prospects, and impact of performance funding and performance budgeting in their state. Respondents were asked: whether legislation mandated performance funding, performance budgeting, and performance reporting, and prescribed the performance indicators; to identify primary initiators of the programs; and to assess effects of performance budgeting, performance funding, and performance reporting on improving campus performance. Results highlight the increasing popularity and continuing volatility of performance funding and performance budgeting, with 37 states now having at least one of the two programs. This year's survey notes a rapid growth in performance budgeting and slight increase in performance

Kramer, Arthur; LaMar, Ansley W.
Restructuring the General Studies Program at a Public Urban University: Assessment, Evaluation, and Implementation. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; Core Curriculum; Curriculum Design; *Curriculum Development; Curriculum Evaluation; Curriculum Research; Educational Objectives; Educational Planning; *Evaluation Methods; *General Education; Higher Education; Intellectual Disciplines; Undergraduate Study; *Urban Universities
IDENTIFIERS- *AIR Forum

This study presents a process used to assess the general education component of the undergraduate curriculum, focusing particularly on the components of the methodology that provided the data used to suggesting changes in the program. The study was undertaken at an urban institution with an undergraduate population of 6,000, and involved analysis of graduates' transcripts to examine course sequence and compliance with university policy on course sequence enrollment, analysis of syllabi, a course audit questionnaire set to faculty, development of an academic profile of students, and a survey of faculty and staff. The revised curriculum that was the outcome of the study requires a base of 18 undergraduate credits, including English composition, fundamentals of math and/or intermediate algebra, civilization, and first-year experience. A 48-credit distribution component requires that students take 6 credits in each of six areas: natural sciences, social sciences, arts/media, humanities, multicultural/language studies, and quantitative and computer literacy, plus 12 additional credits as electives. The study notes that optimal use was not made of all the data collected, but suggests that as the program progresses only data needed to make necessary program changes will be collected, and that the process will become better understood. (CH)

ED 445 645 HE 033 335

Trice, Andrea G.
Navigating in a Global Learning Community: Academic Departments' Response to Graduate International Students. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 31p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

independent learning, and the learning community) and arranges them by three grade ranges--K-4, 5-8, and 9-12. The final section provides a listing of resources and resource providers for those educators desiring additional information or ideas on how to integrate information and technology competencies into curriculum and classroom instruction; several World Wide Web sites that contain evaluated lesson plans, many of which incorporate information and technology skills, are included. (MES)

ED 445 664   IR 020 262

Bing, JoAnn Layford
Enhancing Teachers' Awareness of Academic Opportunities for K-12 Students by Providing Face-to-Face, Video, and Web-Based Teacher-Peer-Mentoring Programs That Synthesize Instruction and Technology.
PUB DATE- 98
NOTE- 120p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; *Educational Media; Educational Practices; *Educational Resources; *Educational Technology; Instructional Development; *Instructional Materials; Secondary Education; *Teaching Methods; World Wide Web
IDENTIFIERS- *Technology Integration; Web Based Instruction

This practicum was designed to enable teachers to revitalize their classroom practice by providing them on-going instruction and peer support. Current methodologies and materials, both to facilitate daily classroom practices and to implement instructional activities, were not being utilized by teachers in the writer's public school district. Students had limited opportunities for breadth and scope as they constructed and demonstrated their knowledge. Many classroom practices and learning activities did not include usage of modern tools. Available electronic research and presentation resources were underutilized by teachers and students. Individuals' skills were developed, instructional resources were provided, and organizational capacity was augmented simultaneously. Bi-weekly and monthly group instruction was reinforced by providing individualized assistance to teachers in daily and weekly classroom projects. Instructional resources provided included: CD-ROM multimedia materials, educational sites and search engines on the Web, class-built Web pages, the school computer facilities and television studio, library resources of CD-ROM database research materials, cam-corders, and a series of Web pages posted monthly. An analysis of the data revealed that teachers increased their use of CD-ROM multimedia materials, educational sites and search engines on the Web, electronic document citation, the library resources of CD-ROM database research materials, and the television studio with their students. Though it was time-intensive, teachers and their classes enjoyed posting Web pages related to class work. Survey instruments, with results, are included in several appendices. (Contains 88 references.) (Author/AEF)

ED 445 665   IR 020 263

Information and Communication Technology in the Education Systems in Europe: National Education Policies, Curricula, Teacher Training.

Akkok, Fusun
Parental Involvement in the Educational System: To Empower Parents To Become More Knowledgeable and Effective.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Central Asia Regional Literacy Forum (Istanbul, June 22-25, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; Developed Nations; Developing Nations; Elementary Schools; Foreign Countries; Parent Education; *Parent Empowerment; Parent Materials; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Parent Workshops; Partnerships in Education; School Involvement
IDENTIFIERS- *Turkey

Many countries throughout the world have developed programs to encourage parents to become more involved in their children's schools and education. In Turkey, the importance of parent involvement has been recognized only recently. The parental involvement program initiated in TED Ankara College in Ankara is Turkey's first Kindergarten and primary school parental involvement program. The program, which features a blend of written materials, meetings, and parent participation in schools and classes is conducted at three levels as follows: level 1 (weekly bulletins, open class); level 2 (panolar, letters to parents and children, communication notebooks, monthly curriculum summaries, home programs, monthly brochures); and level 3 (volunteer parents for school activities, parents as assistant teachers, parents as resource persons, meetings with parents). Parents have credited the program with equipping them with parenting skills, facilitating their understanding of their children's development, and improving their attitudes toward school. Teachers have praised the program for strengthening their relationship with students' families and creating common ground for communicating with students and parents. Studies have shown that, by helping to empower parents, parent involvement programs have helped parents (especially women) with their own development, their children's development, and their community's development. (Contains 10 references.) (MN)

ED 445 184 CE 080 618

The Complete Control Your Money: A Quick and Easy Guide with Worksheets.
PUB DATE- 01
NOTE- 83p.; For an earlier edition, see ED 437 502. Developed with Lynn Gerrity Ames and Eileen D. Muhlig of Consumer Credit Counseling Service of Central New York, Inc. Additional content by Harold P. Goldberg, James Gourley, John Zickefoose and Joanna Miller.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Literacy; Adults; *Consumer Education; *High Interest Low Vocabulary Books; Home Management; *Literacy Education; *Money Management; Resources; *Self Evaluation (Individuals); Values Clarification; Workbooks

This workbook contains information on money management written for adult new readers. A brief self-test "Are You in Control?" is followed by 15 chapters that include information, IDENTIFIERS- Emotional Intelligence; Situated Learning

A practitioner's model of the processes of learning and knowing was developed through a review of global, societal, individual, and personal perspectives on learning. The first phase of the model's development consisted of using a method of exploration based on determining who, what, where, when, why, and how to investigate the following 10 concepts related to learning and acquisition of knowledge: andragogy; transformational learning; experiential learning; situated cognition; critical theory; knowledge for action; women's ways of knowing; multiple intelligence; emotional intelligence; and flow. The concept of triangulation was used to review what at least 3 authors had to say regarding each of the 10 concepts. The results of the review were synthesized into a verbal and visual representation of the learning for knowing process that was termed the Practitioner's Model about Learning for Knowing. The visual representation consists of seven figures illustrating the following concepts: the triangulation process; questioning within the triangulation process; questioning as a process of integration of external/internal variables; questioning/answering within the infinite learning process; questioning/learning as an infinite process using internal/external influences; questioning including all 10 concepts; and questioning/learning as an infinite lifelong variable process. (Contains 56 references.) (MN)

ED 445 202   CE 080 656

de Blignieres-Legeraud, Anne; Gerard, Francoise; Selka, Reinhard;
  Voskamp, Heinz-Dieter; Laermanns, Mathias
The Role of the Tutor from a Community Perspective. TTnet Dossier
  No. 2.
PUB DATE- 00
NOTE- 61p.; For Dossier No. 1, see CE 080 643.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
  (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Educators; Developed Nations; Educational
  Needs; Employer Employee Relationship; *Employment Practices;
  Foreign Countries; *Mentors; *On the Job Training;
  Organizational Development; *Staff Development; *Training
  Methods
IDENTIFIERS- Austria; *Europe; France; Germany; Spain

This publication highlights the role of the tutor (a person providing on-the-job training to new hires and persons moving into new jobs while still functioning in the same or a similar job, rather than being a full-time trainer) in industry through a comparative study of these four European countries: Austria, France, Germany, and Spain. Following a review of the issue of tutors, which sets the criteria for identifying tutoring and the characteristics of the tutor's role by Anne de Blignieres-Legeraud, these four analyses of issues are included: "Issues Arising in the Training of Tutors in Enterprises: Germany, Austria, Spain, and France" (Francoise Gerard); "The European Dimension to Training Tutors in Enterprises" (Reinhard Selka); "The Training of Training Tutors in Enterprises" (Heinz-Dieter Voskamp); and "Training in the Dual System: Qualification for the Media Industry" (Mathias Laermanns). (KC)

ED 445 203   CE 080 658

Glowacki-Dudka, Michelle, Ed.
Honoring Our Roots and Branches...Our History and Future.

Analysis; Developed Nations; Developing Nations; Educational Environment; Educational Research; Foreign Countries; *Global Approach; Higher Education; *International Studies; *Lifelong Learning; *Participation

This seminar report is composed of case studies of 11 countries that represent all four regions of the world (Asia-Pacific, America, Europe, and Africa) and a synthesis of deliberations in a seminar on lifelong learning. An Introduction is followed by "Keynote: The Astonishing Return of Lifelong Learning" (Paul Belanger). Part 1, Chapters 1-11, look at trends of changes that can be observed in each country. Chapter 1, "Studies on Transition Towards Lifelong Learning in Japan" is divided into six sections: "Transitions in Initial Education in Japan" (Yukiko Sawano); "Transitions in Tertiary Education in Japan" (Yukiko Sawano); "Trends of the Adult Learners in Japan" (Kaori Kato); "Trends in Adult Education in Japan" (Masafumi Tanaka); "Changes and Trends of Learning Environment in Japan" (Yoshihiro Yamamoto); and "Global Indicators Related to Lifelong Learning in Japan" (Miharu Kajita). Chapters 2-11 are "Transition of the Thai Society Towards Lifelong Learning" (Tippawan Masaeng); "Australia's Progress Towards Lifelong Learning" (Philip C. Candy, R. Gay Crebert); "Study of Transition Towards Lifelong Learning: The Case of Mexico" (Axel Didriksson); "Transition to a Model of Lifelong Education: Canadian Monograph" (Pierre Paquet); "Transition Towards Lifelong Learning in Sweden" (Kjell Rubenson); "Transition Towards Lifelong Learning in Germany" (Wolfgang Jutte); "Transition Towards Lifelong Learning in Spain" (CREA); "Study of the Transition Towards Lifelong Learning in the Czech Republic" (Stanislav Hubik); "Monograph on the Transition to Permanent Education Models in Burkina Faso" (Amade Badini); and "Global Indicators to the Transition of Lifelong Learning in South Africa" (Samuel Issacs). Part 2 is a brief summary of comparative analysis and policy issues concerning transitions towards lifelong learning raised during the discussion. Five sections are "Initial Education," "Tertiary Education," "Adult Education and Training," "Learning Environments," and "Global Lifelong Learning Orientation." Appendixes include indicators of transition towards lifelong learning, seminar program, participant list, and list of study visits. (YLB)

ED 445 219 CE 080 687

Pines, Marion; Callahan, Jim
Recipes for Success: Youth Council Guide to Creating a Youth Development System under WIA. Technical Assistance and Training Materials for Youth Councils.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Youth Opportunities.
PUB DATE- 00
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Involvement; *Economically Disadvantaged; *Education Work Relationship; Instructional Materials; *Labor Force Development; Low Income; *Partnerships in Education; Program Development; Program Implementation; Success; Technical Assistance; *Youth Programs
IDENTIFIERS- *Workforce Investment Act 1998; Youth Councils

This guide is designed to provide practical information for performance workplace. This environment requires knowledge workers capable of solving problems, creating ways to improve the methods they use, and engaging effectively with their coworkers. In the 21st century, workers will need transferable core skills necessary for career success at all levels of employment and for all levels of education. The American Society for Training and Development has identified 16 employability skill groups across all job families. The U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS) identified 36 necessary employability skills, including the ability to use competencies in the following areas: resources, interpersonal skills, information, systems, and technology. Despite earlier misconceptions about SCANS, recent studies in Nevada and Canada have been successful in validating, updating, and regionalizing generic employability skills and competencies over time. Although contextual integration of employability skills into curriculum has been a slow process, recent trends in the United States, Canada, and the United Kingdom are encouraging. Considerably more research is needed on creating and assessing curriculum that integrates the learning of employability skills contextually. (Contains 17 references.) (MN)

ED 445 237   CE 080 710

Statistics 1999: TAFE and University Graduates at a Glance.
  Australian Vocational Education & Training.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive
  (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Adult Education; Bachelors
  Degrees; *College Graduates; Comparative Analysis; Delivery
  Systems; Education Work Relationship; *Educational Attainment;
  *Educational Attitudes; Educational Opportunities; Educational
  Trends; *Employment Patterns; Employment Qualifications;
  Enrollment Trends; Foreign Countries; Graduate Surveys;
  National Surveys; *Outcomes of Education; Postsecondary
  Education; Salary Wage Differentials; Student Characteristics;
  Trend Analysis; Two Year Colleges; Universities; *Vocational
  Education
IDENTIFIERS- *TAFE (Australia)

According to the 1999 annual surveys of technical and further education (TAFE) and university bachelor graduates in Australia, both sectors have experienced significant growth in the past 10 years (10-year growth rates of more than 70% and 41%, respectively). Within 6 months of graduation, 72.8% of TAFE graduates and 66.4% of university graduates were employed. A total of 87.7% of TAFE graduates were employed or in further study within 6 months of completing their course, whereas 91.7% of university graduates were employed or in further study within 4 months. Compared with TAFE graduates, university graduates were more likely to have undertaken their course on a full-time basis (39.3% versus 74.5%). On average, TAFE graduates were older than university graduates (the median ages of the two groups were 29 and 23 years, respectively). University graduates employed after graduation were nearly twice as likely to enter the full-time work force for the first time as TAFE graduates were (43.7% versus 23.9%). The respective percentages of TAFE and university graduates who expressed overall satisfaction with their course of study were 85.0% and 67.2%. The weekly earnings of 1999 TAFE and the nature of work, the way it is organized, and the skills it requires. Second, the work forces of most countries, including that of Australia, are aging. These developments have implications for changes in Australia's approach to skill formation. The historical focus on the young in post-compulsory education and training policy is inadequate. The more recent trends, both in Australia and overseas, that recognize that these policies now need also to embrace the concept of lifelong learning. Although about 77 percent of the "economically active" population aged 15-64 years undertake some kind of education or training, much of this education or training is unstructured, informal, spasmodic, and minor. Australia has a comparatively high level of investment in education and training, but it is not among the countries with the very highest levels of commitment. Future directions must focus on the development of new learning pathways and an increased national investment in skills and knowledge. (Contains 69 references.) (YLB)

ED 445 256 CE 080 745

Stein, David
Teaching Critical Reflection. Myths and Realities No. 7.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Adult Learning; *Classroom Techniques; *Critical Thinking; Definitions; Educational Practices; Educational Theories; Experiential Learning; *Learning Processes; Prior Learning; *Reflective Teaching; Relevance (Education); Teacher Attitudes; *Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Critical Reflection; Reflective Analysis; Reflective Inquiry

Critical reflection blends learning through experience with theoretical and technical learning to form new knowledge constructions and new behaviors or insights. Through the process of critical reflection, adults come to interpret and create new knowledge and actions from their experiences. It is generally agreed that critical reflection consists of a process that can be taught to adults. Brookfield identified the following processes as being central to learning how to be critically reflective: assumption analysis, contextual awareness, imaginative speculation, and reflective skepticism. Some educators consider critical reflection a learning strategy that can be taught with tools such as diaries, action learning groups, autobiographical stories, and sketching. However, other educators question the usefulness of classroom teaching in helping adults learn to engage in critical reflection. Wellington identified the following five orientations for differentiating levels of reflection: immediate, technical, deliberative, dialectic, and transpersonal. Although reflection should help learners make meaning out of content applied in a specific practice situation, critical reflection skills learned in the classroom may be different from the skills needed in the everyday world. However, critical reflection holds the promise of emancipatory learning that frees adults from the implicit assumptions constraining thought and action in the everyday world. (Contains 21 references.) (MN) technologies, accelerated take-up, strategic partnerships, leveraged investment, employee involvement, and demand driven. Five goals are creative, capable people; supportive technological infrastructure; world-class online content development, applications, and services; enabling policies; and problem-solving regulation. Measures of success are outlined. For each of the five goals, the goal is further described; its importance to the nation is explained; strategies to achieve the goal are outlined; and performance measures are indicated. (YLB)

ED 445 273   CE 080 788

Outreach and Technical Assistance Network Tenth Year Annual Report, July 1, 1999-June 30, 2000.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Adult Education Office.
PUB DATE- 00
NOTE- 182p.; Submitted by the Outreach and Technical Assistance Network. Funding source for the Outreach and Technical Assistance Network (OTAN) is Federal P.L. 105-220, The Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy, Section 223.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Information Networks; *Information Services; Library Collections; Literacy Education; *Marketing; Outreach Programs; State Programs; *Technical Assistance; *Telecommunications; Training; Workplace Literacy
IDENTIFIERS- California; *Outreach and Technical Assistance Network CA; Workforce Investment Act 1998

This report reviews accomplishments of the first year of the 1999-2002 contract funding the Outreach and Technical Assistance Network (OTAN), an essential component in improvement of California's adult education program. Five chapters on Electronic Communications describe the OTAN web site and provide data on World Wide Web hits and hosts, web site membership and its growth, and round table work groups; describe technical support, training courses, web site trainings, and evaluation summaries; provide example marketing materials; show the adult learner web sites; and provide an online course, a tutorial to assist California agencies applying for Workforce Investment Act funding. Six chapters on Information and Reference Services provide information on and samples of OTAN's adult education collections; present data on provision of reference services; discuss expansion of the collaborative areas of the web site related to instruction; and highlight efforts in regional resource centers support, maintenance of California adult education archives, and workplace literacy efforts--VESL Workplace Clearinghouse and Employment Training Library. Three chapters on instructional technology focus on OTAN efforts to make available technical learning resources, implement instructional technology, and pilot local agency intervention. OTAN 1999-00 quarterly progress reports are appended. (YLB)

ED 445 274   CE 080 790

Sanguinetti, Jill, Ed.; Hartley, Robyn, Ed.
Building Literacy and Numeracy into Training: A Synthesis of Recent Research into the Effects of Integrating Literacy and Numeracy into Training Packages.

Negara Brunei Darussalam.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Counselor Attitudes; Education Work Relationship; Elementary Secondary Education; Employer Attitudes; Employment; Foreign Countries; School Counselors; *Sex Role; *Social Values; Teacher Attitudes; *Values; *Work Attitudes
IDENTIFIERS- Brunei

This paper presents a study to determine the perception of work values among school counselors and teachers in Negara Brunei Darussalam, and the implications this has for counseling programs. It compares counselors' and teachers' perceptions of work values with employers' values, and considers whether or not there is a gender relationship to these values. Results of the study suggest the possibility of no differences occurring between gender and its relation with job specifications held by employers, school counselors, and teachers in regard to work values. Also, no differences were detected between school counselors, teachers, and employers in respect to intrinsic and extrinsic work values, suggesting that values may be similar among the various work groups. It is suggested that the constant in work values norms can be influential in the empowerment process of work values in respect to career development programs in the school setting. (Contains 6 references.) (JDM)

ED 445 291 CG 030 333

Margolin, Arnie
Students Speak: "What Motivates Us?" A Report Examining the Factors Motivating West Virginia's High School Students.
PUB DATE- 00
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adolescents; College Attendance; *Educational Improvement; *High School Students; High Schools; School Holding Power; *Statewide Planning; *Student Motivation; Student Surveys; Success
IDENTIFIERS- *West Virginia

Following the 1990 census, which determined that 12.3% of West Virginia's citizens over 25 years old were college graduates while the national average was 23.6 percent, several initiatives were undertaken to raise standards for education. This paper reports on a study designed to elicit the opinions of students, educators, and parents about motivating influences and obstacles affecting high school students' academic success. Students (N=360) from nine high schools in inner city, urban, and rural settings completed a questionnaire and participated in taped interviews. Each school held a Focus Group meeting where students, parents, and teachers discussed the dynamics underlying student motivation. The report, presented in both text and table form and featuring comments from participants, explains the data compiled from the survey. Some significant findings include: (1) students planning to attend college were receiving much better grade than other students; (2) nearly 58% of fathers of college-bound students had college or graduate school, and the pattern was similar for mothers; and (3) only 6% of students who planned on attending college qualified for free or reduced meals compared to 48% of other students.

This guide is written from the perspective of school-based efforts to help address social problems and drug use among children. Although schools are not solely responsible for the nation's drug problems, the solution will require collaborative efforts among schools, families, communities, and social institutions. No longer are schools just a setting to deliver prevention; they have the potential to act as powerful protective influences in students' lives. This is the concept behind a protective school. The physical and psychological atmosphere serves to promote healthy youth development in protective schools. The ten principles that foster a creation of such a school are outlined in this guide, and can be applied by educators, school administrators, policy makers, community leaders, and parents. The principles are: (1) forging a vision of success; (2) building a protective school culture; (3) increasing leadership commitment; (4) supporting a strong academic program; (5) implementing research-based prevention; (6) providing a continuum of services; (7) providing professional development; (8) strengthening home-school-community relationships; (9) leveraging funding and resources; and (10) using data to guide decision making. Additional resources are listed throughout the guide. (Contains 55 references.) (JDM)

ED 445 311 CG 030 383

Callaway, Yvonne L.; Ametrano, Irene Mass; Stickel, Sue A.
Training Culturally Competent Counselors: Can We Meet the Challenge?
PUB DATE- 99
NOTE- 14p.; Paper presented at the National Conference of the Association for Counselor Education and Supervision (New Orleans, October 27-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Qualifications; *Counselor Training; *Cultural Pluralism; Cultural Traits; Evaluation; Graduate Students; Higher Education; *Individual Development; Models; Scoring Rubrics; Self Evaluation (Individuals); Student Journals
IDENTIFIERS- Reflective Thinking

This paper discusses a preliminary study aimed at examining counseling students' cultural identity development. The primary goals of this project were to develop a rubric for assessing racial cultural identity growth; to provide a personal and meaningful paradigm for the trainee to explore racial cultural identity development and a format for self assessment; and to develop instrumentation that is resistant to the influences of social desirability and political correctness. Graduate counseling students' affective and cognitive development, as related to cultural competence, was examined. Students also maintained reflective journals that were used as self-assessment tools for examining their abilities to handle the dynamics of difference influenced by racial and cultural diversity. Journaling enhanced the counseling students' abilities to define their own cultural attitudes, values, and biases; articulate the potential influence of those attitudes, values and biases on the cross-cultural counseling relationship; and conceptualize and identify areas for professional development related to increasing self-awareness, gaining cultural knowledge, and developing counseling intervention. The rubric developed from this study provides a qualitative tool for assessment of cultural identity

Pendarvis, Edwina
At the Edge of the Past: Appalachian Issues and English Composition.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (New York, NY, March 16-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Cultural Context; Higher Education; *Language Role; *Poetry; Regional Characteristics; *Regional Dialects; *Student Attitudes; *Writing Instruction
IDENTIFIERS- *Appalachian Literature

In Appalachian life and literature the past is intensely present. Many Appalachian college students buy into the myth of meritocracy, a myth which blames poverty on the poor and refuses to acknowledge the financial and social resources needed for success in this country. Part of their disregard for themselves and/or their neighbors has to do with language, especially how their language is different from standard English and how they are portrayed in literature. The southern Appalachian rural dialect is considered a signal for correction by most classroom teachers. An educator tries to help her English composition students recognize the importance of the past, but avoid simplistic, rosy pictures of bygone times, places, and people. She discusses why some grammars are considered more acceptable than others by teachers, and students are asked to read Thomas Hardy's "The Ruined Maid" as a model of the related pleasure and danger in using dialect. Students then are asked to write a poem in dialect, but to treat the subjects more respectfully than Hardy does. The impossibility of distinguishing the relative contributions of class bias and geographical bias are discussed, as is code-switching. Whether Hardy's poem patronizes rural women is also discussed. Modern Appalachian authors' works are also read, authors whose poems provide a complex picture of the present and the past and recognize the strengths of Appalachians without exaggerating stereotype characteristics. (NKA)

ED 445 334 CS 217 236

Johnson, Dolores M.
Appalachian Language: Back-Talking the Stereotypes with Research and Technology.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (New York, NY, March 16-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diglossia; *Language Usage; *Language Variation; *Nonstandard Dialects; *Regional Dialects; *Stereotypes
IDENTIFIERS- *Appalachia; Appalachian Culture; Appalachian Literature

Two of the most stigmatized languages in the United States today

DESCRIPTORS- High Schools; Higher Education; Intellectual Disciplines; *Rhetoric; *Writing (Composition); Writing Evaluation; *Writing Instruction; *Writing Research; *Writing Teachers
IDENTIFIERS- Historical Background; *Professionalization

This collection of essays, culled from presentations at the first Thomas R. Watson Conference in Rhetoric and Composition, examines the development of composition as a profession, focusing on the period between 1963 and 1983 when composition changed in a number of crucial ways. Essays in the collection are: (1) "Composition History and Disciplinarity" (Robert J. Connors); (2) "Veterans' Stories on the Porch" (Lester Faigley); (3) "Paths Not Taken: Recovering History as Alternative Future" (Louise W. Phelps); (4) "Composition Research Agendas in the 1960s and 1970s" (Richard Lloyd-Jones); (5) "Early Work on Composing: Lessons and Illuminations" (Sondra Perl); (6) "The Expressive Menace" (James T. Zebroski); (7) "A Brief History of Writing Assessment in the Late Twentieth Century: The Writer Comes Center Stage" (Kathleen Blake Yancey); (8) "Rereading Feminism's Absence and Presence in Composition" (Kathleen A. Boardman and Joy Ritchie); (9) "Is There Still a Place for Rhetorical Historyin Composition Studies?" (Gerald P. Mulderig); (10) "The Developing Discipline of Composition: From Text Linguistics to Genre Theory" (Amy J. Devitt); (11) "Two Disciplinary Narratives for Non-Standard English in the Classroom: Citation Histories of Shaughnessy's 'Errors and Expectations' and Smitherman's 'Talkin' and Testifyin''" (Shirley K. Rose); (12) "Professionalizing Politics" (Richard Ohmann); (13) "Evocative Gestures in CCCC Chairs' Addresses" (Ellen L. Barton); (14) "Whispers from the Margin: A Class-based Interpretation of the Conflict between High School and College Writing Teachers" (Irvin Peckham); (15) "Professing Rhetoric and Composition: A Personal Odyssey" (Frank J. D'Angelo); (16) "Rethinking Research on Composing: Arguments for a New Research Agenda" (Lee Odell and Christina Lynn Prell); and (17) "Intellectual Bureaucrats: The Future of Employment in the Twilight of the Professions" (Richard E. Miller). Interspersed among the book's sections are oral histories collected during the conference. (NKA)

ED 445 354   CS 217 272

Pemberton, Michael A., Ed.
The Ethics of Writing Instruction: Issues in Theory and Practice. Perspectives on Writing: Theory, Research, Practice. Volume 4.
PUB DATE- 00
NOTE- 296p.; For volumes 1-3, see CS 217 269-271.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Ethics; Higher Education; Plagiarism; *Rhetoric; Technical Writing; *Theory Practice Relationship; Writing Evaluation; *Writing Instruction
IDENTIFIERS- Cultural Studies

This collection of essays reveals a keen awareness of the degree to which ethics and ethical systems are located in particular instructional contexts. The essays consider the implications of these contexts from a variety of perspectives, both theoretical and pedagogical. In the collection's first part, Ethics and the Composition Classroom, are the following essays: (1) "Pedagogical Ethics and a Cultural Studies Composition Course: Implications of Discourse Ethics" (Lisa M. Toner); (2) "Advocacy in the Writing Classroom" (John Ruszkiewicz); (3) "Advocating Language: An Ethical Approach to Politics in the

DESCRIPTORS- Elementary Education; Instructional Effectiveness; *Scripts; *Student Motivation; *Student Participation; Teacher Role; *Theater Arts
IDENTIFIERS- *Drama in Education

For students, a multi-level of learning goes into the production of a play. When students are involved in a production, they are reading, memorizing and interpreting a script. They are writing notes and learning to take stage directions, and they are using math concepts when they are building a set. On the stage they learn that the ensemble (or small group) is important as well as the entire group--no one person alone will make up a production, every player in the cast is important as are all the people behind the scenes. To motivate students is to have a student focused curriculum--one in which the student is permitted to discover, ask questions, and progress in an inquiry approach to learning. The teacher/director can get as elaborate or as minimal with the play production as he/she wishes, but the prime reason for performing the play is to engage the students in an authentic, artistic theater experience, so that they can discover not only what goes into the development of a drama, but form new insights to learning through direct involvement in theater production that include characterization, plot development, sequencing, movement, and gesture. An original 9-character play, "The Starlight Princess," can be used by teachers to engage elementary students in learning through theater. (NKA)

ED 445 375 CS 510 413

Annarella, Lorie A.
Simon and the Woo: Theatre Can Develop Energy in the Classroom.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Elementary Education; *Experiential Learning; Instructional Effectiveness; *Scripts; *Student Participation; Teacher Role; *Theater Arts
IDENTIFIERS- *Drama in Education; Learning Environment

Introducing children to theater and play production in the classroom setting can give a richness and energy to the quality of teaching. Play production can also be beneficial as a curriculum tool. When students participate in a project in an experiential way, learning is taking place. "Simon and the Woo" is an original play for children that can be easily performed by students. The play has seven characters, and the setting is an old hollow tree where one of the characters, Oliver Owl, lives. Oliver Owl is the narrator, and the play unfolds as one of the stories Oliver tells. The time of the play is just before Christmas, and "Santa" is one of the other characters. Children watching a play become engaged as an audience, and having them participate in the development of a play can teach them to appreciate the value of the art form. Students will best learn this through the organization of their teacher/director. (NKA)

ED 445 376 CS 510 414

Let's Resolve Conflicts Together: Elementary School Classroom Activities. Conflict Management Week, May 1-7, 2000.
PUB DATE- 00

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Debate; *Educational Improvement; *Educational Philosophy; *Educational Policy; Educational Quality; Elementary Secondary Education; Position Papers; *Teacher Improvement; Teachers
IDENTIFIERS- Darling Hammond (Linda); Finn (Chester E Jr)

This paper focuses on the positions espoused by Linda Darling-Hammond and Chester E. Finn, Jr., during a March 26, 2000, debate between the two scholars. The document contains four sections: (1) an edited transcript of the main part of the debate that contains additions from both participants for the revised May 8 edition of the paper; (2) rebuttals of the two participants; (3) a side-by-side analysis that summarizes the points of agreement and disagreement between the two participants; and (3) a discussion of what Education Commission of the States (ECS) believes are the core points of consensus between the arguments and their implications for policymakers. In her statements, Darling-Hammond reviews five major areas of recommendations: standards for both students and teachers; reinventing teacher preparation and professional development; fixing teacher recruitment; encouraging and rewarding teacher knowledge and skills; and creating schools that are organized for student and teacher success. Finn discusses the overall similarities between his and Darling-Hammond's positions, but he emphasizes the fundamental difference between the two, namely, what constitutes a good teacher. The paper closes with some of the debate's implications for policymakers, such as ensuring that teachers have command of their subject matter and providing salary incentives for teachers who accept challenging teaching assignments. (RJM)

ED 445 397 EA 030 602

Allen, Michael; Palaich, Robert
In Pursuit of Quality Teaching: Five Key Strategies for Policymakers.
SPONS. AGENCY- ARCO Foundation, Los Angeles, CA.
PUB DATE- 00
NOTE- 36p.; Written with assistance from Suzanne Weiss, Kenyon Griffin, and Ted Sanders.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; *Educational Policy; Educational Quality; Elementary Secondary Education; Faculty; *Teacher Improvement; Teacher Recruitment; *Teachers
IDENTIFIERS- Educational Leadership

This document identifies five strategies that policymakers can use to promote the kind of innovation needed for teaching and learning to be successful. These strategies are as follows: (1) establish a diverse and high-quality approach to teacher preparation that involves solid K-12/postsecondary partnerships, strong field experience, and support for new teachers; (2) ensure that teacher recruitment and retention policies target the areas of greatest need; (3) see that all teachers are able to participate in high-quality professional development so they can improve their practice and enhance student learning; (4) redesign teacher accountability systems so that all teachers possess the skills and knowledge they need to improve student learning; and (5) develop and support strong school and district leadership statewide. The text states a teacher's ability can be the single most influential rites and rituals, social standards, organizational politics, and cultural networks. Results indicate that the school's professional staff perceived significant differences between their actual and preferred teaching/learning environments, as measured by the eight scales of the SLEQ. These differences are attributable to concerns staff members had regarding organizational dimensions such as unclear communication, lack of adherence to the school's stated mission and vision, changing expectations, and dissonance they perceived as originating at the leadership level. (Contains 42 references and 9 tables.) (Author/DFR)

ED 445 417 EA 030 659

West, Anne; Noden, Philip
School Reform in England: Increasing Choice and Diversity through Specialist Schools?
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000). Much of paper derived from an evaluation of the Specialist Schools Programme funded by the Department of Education and Employment.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Involvement; Curriculum Development; *Diversity (Institutional); *Educational Change; Foreign Countries; High Stakes Tests; National Competency Tests; National Curriculum; Program Evaluation; Public Schools; Resource Allocation; *School Choice; *School Restructuring; Secondary Education; Technology Education
IDENTIFIERS- Education Reform Act 1988 (England); *England; *Specialist Schools

This paper focuses on school reform in England and in particular on the attempts to increase diversity and choice through specialist schools. It examines the extent to which diversity and choice have been introduced into the state (public) education system and then presents key findings to emerge from an evaluation of the flagship government program designed to increase diversity into the state system, namely the Specialist Schools Programme. By September 1999 there were over 400 specialist schools in local education authorities across all parts of England. This represents over 12 percent B a significant minority B of all eligible secondary schools. The Programme enables schools to develop their strength in either technology, modern foreign languages, sports, or the arts. The various types of specialist schools all provide the full national curriculum. Section 2 provides an overview of the structure of the state education system in England and the reforms that have been introduced over the past 15 years or so. Section 3 focuses explicitly on specialist schools and the Specialist Schools Programme in particular and Section 4 presents key findings to emerge from the first evaluation of the Specialist Schools Programme commissioned by the Department for Education and employment. Section 5 concludes the paper with a discussion of the extent to which the Programme can be considered to have increased diversity and choice. (Includes 16 references and 4 figures.) (Author/MLF)

ED 445 418 EA 030 660

Drago-Severson, Eleanor E.

inclusive settings. (Contains 37 references.) (Author/DB)

ED 445 436 EC 308 040

Vanderslice, Ronna
Hispanic Children and Giftedness: Why the Difficulty in Identification?
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Identification; Academic Achievement; *Bilingual Students; *Cultural Differences; Educational Environment; Elementary Secondary Education; Eligibility; *Gifted Disadvantaged; *Hispanic American Students; Intelligence Quotient; Limited English Speaking; Mentors; *Minority Group Children; Peer Influence; Success; Talent Identification; Test Bias

This paper reviews the literature on under-identification of minority children, especially Hispanic children, for education as gifted and talented students. It begins with definitions of terms such as "gifted and talented" and also such terms as "bias" and "culturally diverse." Some characteristics of gifted Hispanic children are then listed as well as some culturally supported attitudes and abilities that limit learning. Recommendations of various authors on appropriate tools for identification of gifted Hispanic children stress use of multiple measures, of informal and formal data, renorming for subpopulations, and use of teacher and peer recommendations. Data on the degree of under-representation of minority groups in gifted programs are then provided and problems in identification cited, especially the use of I.Q. alone to identify giftedness. Obstacles to identification of gifted minority children are also identified, including parents who cannot speak English, traditions of the minority group, and prejudices. Next, common social-emotional problems of the bilingual student are noted. Finally, suggested educational adaptations for the gifted Hispanic student include using mentors as tutors, encouraging a questioning attitude, and helping to deal with peer pressures not to succeed. (Contains 21 references.) (DB)

ED 445 437 EC 308 041

Leahy, Cynthia; Rarig, Monica; Chambliss, Catherine
Addressing the Needs of Children with Autism: An Evaluation of a Gymnastics Program for Children with Autism and Related Disorders.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adapted Physical Education; *Autism; Developmental Disabilities; Elementary Education; *Gymnastics; Intervention; Listening Skills; Motor Development; Preschool Children; Program Evaluation; Program Implementation; *Recreational Programs; Young Children
IDENTIFIERS- *Pervasive Developmental Disorders

This paper describes and evaluates a gymnastic program for children (ages 4-9) with autism and related developmental leadership skills are compared, and barriers to leadership for individuals with developmental disabilities are identified. The paper discusses "truths" about leadership for people with disabilities, and provides a self-determination paradigm. Professionals are urged to provide people with disabilities with skills and information to express self-determination and the opportunity to obtain leadership positions, and to reform systems to provide greater opportunities for choice and self-direction. (CR)

ED 445 457   EC 308 063

Fichten, Catherine S.; Barile, Maria
Access to College for All: ITAC Project--Computer and Adaptive Computer Technologies in the Cegeps for Students with Disabilities = L'accessibilite au cegep pour tous: Projet ITAC--informatique et technologies adaptees dans les cegeps pour les etudiants handicapes.
PUB DATE- 00
NOTE- 322p.; Co-author is Chantal Robillard. Collaborators are Myrtis E. Fossey, Jennison V. Asuncion, Christian Genereux, Darlene Judd, and Jean-Pierre Guimont. Funded by Programme d'aide a la recherche sur l'enseignement et l'apprentissage (PAREA).
LANGUAGE- English; French
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Campuses; College Students; Computer Uses in Education; *Computers; *Disabilities; *Economic Factors; Educational Technology; Foreign Countries; Higher Education; Knowledge Level
IDENTIFIERS- Quebec

This report discusses outcomes of three empirical studies which investigated the computer and adaptive computer technology needs and concerns of Quebec college students with various disabilities, professors, and individuals responsible for providing services to students with disabilities. Key findings are highlighted and recommendations are made to guide decision making to ensure access to college for all students. Findings include: (1) students with disabilities are generally enrolled in arts and social science programs where computer use is not extensive; (2) most colleges have some type of computer or adaptive computer technologies for students with disabilities on campus; (3) individuals responsible for providing services to students with disabilities are rarely consulted when campus-wide computer and information technology infrastructure decisions are made; (4) many service providers are unfamiliar with adaptive computer technologies; and (5) factors important to the adequacy of an institution in meeting computer needs of students with disabilities include funding, access to adaptive computer technologies, Internet access, technical support, factors related to faculty, and expertise of service provider. The high cost of acquiring and maintaining computer technologies was the single most important and common issue noted by participants. Information is also presented in French. (Contains approximately 400 references.) (CR)

ED 445 458   EC 308 065

Barcus, Michael, Ed.; Blankenship, Teri, Ed.; Turner, Ed, Ed.;

disabilities ages 15-64, 32.6 percent with disabilities have computers and 15.1 percent use the Internet, compared to 5.6 percent and 42.3 percent of their counterparts without disabilities; (4) only 12.7 percent of people with disabilities who have not graduated from high school own computers, compared with 34.5 percent of those without disabilities; (5) 11 percent of individuals with disabilities with family incomes under $20,000 a year own computers, compared to 22 percent of those without disabilities; and (6) African Americans with disabilities are much less likely than whites to have a computer or to have access to the Internet. (CR)

ED 445 475 EC 308 082

Trupin, Laura; Sebesta, Douglas S.; Yelin, Edward
Transitions in Employment and Disability among People Ages 51 to 61. Disability Statistics Report 15.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Employment Patterns; Employment Statistics; *Incidence; *National Surveys; Older Adults; Predictor Variables; Racial Differences; Sex Differences; *Unemployment

This report uses data from the Health and Retirement Survey (HRS) to analyze transitions in disabilities and employment from 1992 to 1994, the first two waves of the HRS survey. The survey included people ages 51 to 61 years of age in 1992, resulting in 8,737 participants. The report estimates the incidence of disabilities from 1992 to 1994 and explores the effect that developing a disability has on maintaining employment. Results of the survey indicate: (1) the prevalence of disability increased from 28.6 percent in 1992 to 30.4 percent in 1994; (2) disability was associated with lower employment rates and persistent disability was associated with the lowest employment rates; (3) among all respondents, employment rates declined from 69.9 percent in 1992 to 63.6 percent in 1994, and people who developed disability experienced a substantial decline in employment rates at 25.2 percent; (4) people with disability in both 1992 and 1994 who were not employed in 1992 reported low rates (61 percent) of job entrance; and (5) the effect of disability on employment was greater for men than for women and for racial/ethnic minorities than for whites. (Contains 10 references.) (CR)

ED 445 476 EC 308 083

Catlett, Camille, Ed.; Winton, Pamela J., Ed.
Resource Guide: Selected Early Childhood/Early Intervention Training Materials. 9th Edition. Systems Change in Personnel Preparation.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; National Inst. on Early Childhood Development and Education (ED/OERI), Washington, DC.
PUB DATE- 00
NOTE- 164p.; For previous edition see ED 434 451.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Design; *Cooperative Planning; *Educational Facilities Design; Elementary Secondary Education; Public Schools; *School Safety
IDENTIFIERS- *Access to Facilities

This paper examines four key elements in the designing-for-all-children concept for school environments. Designing-for-all-children designs acknowledge that children pass through differing, yet recognizable, stages of development; and that children need usable environments free from physical and social barriers. Key elements address equitable use, safety, and flexibility; and includes a description of the multi-disciplinary, cross-functional team used for design development. (GR)

ED 445 500 EF 005 783

Stoecklin, Vicki L.; White, Randy
Designing Quality Child Care Facilities.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Architects; *Building Design; *Cooperative Planning; *Day Care Centers; Early Childhood Education

This paper explores problems involving expertise of design participants and the design process hampering the creation of high quality child care facilities that promote child development. Problems addressed include architects and designers needing more knowledge of child development and operation of child care centers, the inability of those who do know child development and child care center operations to translate this knowledge into space design, and the relay approach of traditional design process contributing to poor child care center facilities. The concept of concurrent design, the pulling together of all the experts who design the facility and those who operate it at the same time, is discussed as a solution. (GR)

ED 445 501 EF 005 784

Engineering Checklist for Public School Facilities.
PUB DATE- 00
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; Elementary Secondary Education; *Facility Guidelines; *Public Schools
IDENTIFIERS- *North Carolina

This reference document for public school facility designers includes code items, principles that experience has shown to be desirable and practical, and best practices from a variety of professional sources. Organized into the four major engineering categories of electrical, mechanical, plumbing, and structural,

Analysis (Linguistics); Syntax; *Uncommonly Taught Languages
IDENTIFIERS- *Kagayanen; Philippine Languages; Philippines

With this issue, the scope of this series is enlarged to include cultural as well as linguistic studies. Articles published in the series are based primarily on field work in Philippine cultural communities but occasionally studies are included on one of the major languages or languages spoken outside the Philippines. The present volume comprises three data-rich studies on Kagayanen by Carol Pebley and two Kagayanen texts. One text was collected and translated by Louise MacGregor and the other by Carol Jean Pebley. The interlinear gloss is supplied by Carol Jean Pebley. The texts illustrate the other three papers and provide checking some of the claims of the author. The sketch of the Kagayanen clause structures provides background information for the other two articles; it is not intended to be a complete grammar sketch. The section on noun phrases in "Kagayanen enclitic demonstratives" also provides background. That article and "Participant reference in Kagayanen" illustrate the importance of discourse studies for understanding the structure and function of clauses and phrases. Throughout the book, personal names in the examples from bibliographical texts have been changed. 13 references. (Author/KFT)

ED 445 524 FL 026 396

Studies in Agutaynen.
PUB DATE- 99
NOTE- 120p.; Studies in Philippine Languages and Cultures was formerly Studies in Philippine Linguistics.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Cultural Education; Foreign Countries; Grammar; Language Research; Linguistics; Native Speakers; Second Language Instruction; Second Language Learning; Structural Analysis (Linguistics); Syntax; *Uncommonly Taught Languages
IDENTIFIERS- *Agutaynen; Philippine Languages; Philippines

This volume is divided into two parts. Part one consists of 12 Agutaynen language texts, accompanied by a foreword, introduction, and a list of abbreviations. Part two consists of one scholarly article, "Child Giving and Child Receiving in a Lowland Philippine Society," by Gail R. Hendrickson and Melissa S. Melvin. Agutaynen speakers number around 10,000, constituting approximately 2% of the population of their native Palawan province. Agutaynen Island, together with its surrounding islets, is the homeland of the Agutaynens. The island is approximately 15 square kilometers, and the population of the island is roughly 96% Agutaynen. Seven of the 12 texts in this collection were recorded on audio tape, and five were written by native speakers of the language. They were written and narrated at the request of the compiler between 1984 and 1989, with the exception of the last text, by Hendrickson and Melvin, which was written in 1991. Numerous tables, figures, and indexes are included. (KFT)

ED 445 525 FL 026 398

Walsh, F. Timothy
Bilingual Teachers as Action Researchers in TESOL.
PUB DATE- 00
NOTE- 30p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Vancouver, BC, March 14-18, 2000).

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); Faculty Development; Foreign Countries; *Language Teachers; Learning Modules; Program Descriptions; Questionnaires; Second Language Instruction; Second Language Learning; *Teacher Education
IDENTIFIERS- Czech Republic

This paper describes the procedures for developing and delivering a training program designed to enhance the language ability and teacher training skills of lead teachers of English in the Czech Republic. The described program was funded by PHARE, a European Commission funding source dedicated to strengthening and enhancing the skills, knowledge, and abilities of Eastern European educational and administration systems and structures. The goal was to develop the linguistic ability and methodological skills of 1000 Czech teachers of English at the K-12 level. The inception, development, and delivery phases of the project are described. Much of the paper is devoted to the evaluations of the Czech teachers participating in the program. It was found that they were at first surprised and unsure of how to react to a program that asked them to contribute and reflect upon their previous teaching experience. Interest is expressed in obtaining further training on computer uses in the classroom, special training for teachers of special needs children and minorities, and more opportunities for teacher research projects. Numerous graphics and tables are included. (KFT)

ED 445 545 FL 026 428

Dirven, Rene; Verspoor, Marjolijn
Cognitive Exploration of Language and Linguistics. Cognitive Linguistics in Practice Series, Volume 1.
PUB DATE- 98
NOTE- 313p.; "In collaboration with Johan de Caluwe, Dirk Geeraerts, Cliff Goddard, Stef Grondelaers, Ralf Porings, Gunter Radden, Willy Serniclaes, Marcello Soffritti, Wilbert Spooren, John Taylor, Ignacio Vazquez, Anna Wierzbicka, Margaret Winters."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cognitive Processes; Cognitive Structures; Contrastive Linguistics; Diachronic Linguistics; Higher Education; Language Research; Lexicology; *Linguistics; Morphology (Languages); Phonetics; Phonology; Pragmatics; Semantics; Syntax; Thinking Skills

This book is designed as a comprehensive introductory text for first and second year college students of language and linguistics. It provides a chapter on each of the more established areas of linguistics, such as lexicology, morphology, syntax, phonetics and phonology, historical linguistics, and language typology and on some newer areas such as cross cultural semantics, pragmatics, text linguistics, and contrastive linguistics. In each of these areas, language is explored as part of a cognitive system comprising perception, emotion, categorization, abstraction processes, and reasoning. All these cognitive abilities may interact with language and be influenced by language. Thus, the study of language in a sense becomes the study of the way people express and exchange ideas and portals. Suggestions for exactly how to frame and limit choices by choosing search words carefully is then reviewed, with tips for preparation, creation and execution, and review and revision provided. Evaluating the accuracy and usefulness of the search results is the final step covered. It is hoped that following all the steps and suggestions provided will make Web searches less daunting and more productive. Fourteen references are cited. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (Author/KFT)

ED 445 565 HE 033 008

Nnadozie, Emmanuel; Ishiyama, John; Chon, Jane
Undergraduate Research Internships and Graduate School Success.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Graduate Study; Higher Education; *Internship Programs; *Low Income Groups; *Minority Groups; Outcomes of Education; Program Design; Program Evaluation; Student Evaluation; Student Research; Student Surveys; *Undergraduate Study; Writing for Publication
IDENTIFIERS- *Ronald E McNair Postbaccalaureate Achievement Prog; *Truman State University MO

This paper summarizes findings of a survey of 157 Ronald E. McNair (DOE) research internship programs, which prepare first-generation, low-income, and under-represented minority students for entrance into and successful completion of graduate school programs. The hypothesis for the study was that more rigorous research experience was more likely to promote graduates' success in entering and persisting through graduate school. Following a discussion of the program components which directors thought were most effective, the paper examines the relationship between the characteristics of the internships and the degree of success in placing students in graduate school programs. Data is based on a 12-item questionnaire distributed to all 157 programs; 35 useable responses were received. The study found a weak relationship between preparation for the research internship and graduate school success. The findings suggest that three key elements--preparation, presentation, and publication--are generally absent from many programs, and the paper offers an example of a program at Truman State University (Missouri), an important component of which is pre-research internships for sophomore students. Students complete a series of introductory workshops, followed by a three-week pre-research internship which includes a proposal writing exercise that is publicly presented to and critiqued by a group of observers. Appended are 7 data tables. (Contains 14 references.) (RH)

ED 445 566 HE 033 009

Consultation on Performance Indicators.
PUB DATE- 00
NOTE- 38p.; Reference is made to enclosed data disks; these are not included.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Evaluation Methods; Foreign

quality, access, diversity, accountability. Several organization charts are included. Part 2 presents detailed FY 2001 appropriations requests for salaries, operations, technology, and other areas, as well as for capital requests and tuition replacement. Part 3 provides supplemental and statistical information; it includes supporting documents for budget and financial requests; background academic information (enrollment, degrees conferred, graduation/retention rates, technology transfer); and additional data on facilities and revenue bonds. A glossary is appended. (SM)

ED 445 587   HE 033 181

State Higher Education Support for Beginning Teachers. Teacher Success.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; College School Cooperation; Educational Quality; Elementary Secondary Education; Faculty Development; Higher Education; *Instructional Effectiveness; Knowledge Base for Teaching; Labor Turnover; Mentors; Partnerships in Education; *Pedagogical Content Knowledge; Teacher Collaboration; Teacher Competencies; *Teacher Education; Teacher Improvement; Teacher Orientation; Teaching Skills
IDENTIFIERS- Dwight D Eisenhower Professional Development Prog; State Higher Education Executive Officers Assn

To encourage states to share information about teacher professional development strategies and initiatives the State Higher Education Executive Officers (SHEEO) sponsors the SHEEO-Eisenhower Education Network, an offshoot of the Eisenhower Professional Development Program, which focuses on long-term, content-specific support for teachers, including the need to strengthen the content knowledge and pedagogical skills of new teachers and reduce high teacher attrition. The introductory section of the document reviews the background of the program and offers an overview of how the program might be used by states for teacher induction purposes, including smoothing the transition of beginning teachers from novice to professional; familiarizing beginning teachers with the responsibilities of teaching and the school culture; and increasing beginning teacher competency. It also sets out several strategies for keeping teachers in the classroom; these include (1) identifying the needs of novice teachers; (2) building a cadre of mentors and master teachers to guide quality instruction at the school site; (3) ensuring adequate resources to support effective practice; (4) creating school-college partnerships to support beginning teachers; (5) helping teachers build subject matter knowledge and how to teach it; and (6) using evaluation and program review to improve teachers and programs. Appended is a list, by state, of selected Eisenhower teacher induction programs. (SM)

ED 445 588   HE 033 182

Abraham, Ansley A.; Creech, Joseph D.
Reducing Remedial Education: What Progress Are States Making? Educational Benchmarks 2000 Series.

training teaching assistants for the full range of faculty work. And for industrial careers, it argues for programs analogous to internships in teaching hospitals. In advocating preparation for life, the paper asks how far graduate programs should go to prepare students for life, and suggests workshops and seminars to provide practical skills in areas such as preparing resumes, time management, and working in teams. Finally, the paper offers some examples of approaches being tried on various campuses to broaden graduate education. (Contains 20 references.) (CH)

ED 445 608   HE 033 244

Faculty Affairs in Academic Medical Centers: Selected Bibliography.
PUB DATE- 00
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Clinical Teaching (Health Professions); Compliance (Legal); *Faculty Development; Faculty Evaluation; Faculty Promotion; Faculty Workload; Females; Health Occupations; Higher Education; Legal Problems; *Medical Education; *Medical School Faculty; Medical Schools; Medicine; Minority Groups; Research; Tenure; Women Faculty

This bibliography is arranged in the following major categories: (1) Faculty appointment, promotion, and tenure. This is further broken into the subcategories: general, clinician-educator track, Ph.D.s in clinical departments, faculty retirement, and deans. Where applicable, entries in each subcategory are further categorized as medical school or higher education. (2) Faculty evaluation: general, evaluation of teaching, evaluation of research, and evaluation of clinical practice. Again, subcategories are further categorized as medical school or higher education. (3) Faculty development: general, improving teaching, improving research skills, and faculty management. (4) Women and minorities, general. (5) Legal issues, general. (6) Faculty productivity, general. (There are approximately 500 references.) (CH)

ED 445 609   HE 033 245

Nerad, Maresi; Cerny, Joseph
From Rumors to Facts: Career Outcomes of English Ph.D.s. Results from the Ph.D.'s Ten Years Later Study.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Career Awareness; *Career Choice; Career Counseling; Career Exploration; Career Planning; *Doctoral Programs; *Education Work Relationship; Employment Opportunities; Employment Patterns; *Graduate Study; Higher Education; *Humanities; Interest Inventories; Labor Market; *Outcomes of Education; Professional Recognition
IDENTIFIERS- University of California Berkeley

This study examines actual employment patterns of Ph.D.s in an effort to provide a basis for policy responses to what is felt to be a continuing crisis in the academic job market for humanities Ph.D.s. The study involved almost 6,000 Ph.D. candidates from 61 doctoral-granting institutions across the United States. Six disciplines were chosen to represent major funding. Performance funding is becoming more flexible, collaborative, and diverse, while performance budgeting offers ways to clarify the link between funding and performance. A new development is a mixed model that borrows elements from both programs. While nearly half of the respondents said it was too early to evaluate the effect of performance funding on institutional improvement, 35 percent claimed the program improved performance to a significant extent. The survey is appended. (SM)

ED 445 627 HE 033 300

Milam, John H., Jr.; Santo, Susan A.; Heaton, Lisa A.
Concept Maps for Web-Based Applications. ERIC Technical Report.
SPONS. AGENCY- National Library of Education (ED/OERI), Washington, DC.; ERIC Clearinghouse on Higher Education, Washington, DC.
PUB DATE- 00
NOTE- 76p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-24, 2000). Funded through a pass-through contract from George Washington University to UVa.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software Reviews; *Computer Uses in Education; *Concept Mapping; Higher Education; Information Retrieval; Institutional Research; Knowledge Representation; *Navigation (Information Systems); Teaching Methods; *World Wide Web
IDENTIFIERS- *AIR Forum; *ERIC

This study examined the use of concept maps for Web-based applications in higher education. The purpose of the project was to design concept maps that could serve as prototypes for navigating and searching Internet resources. It also explored the value of concept mapping as a method of bibliographic retrieval for the ERIC database. Following an extensive literature review, the study compared competing methodologies for developing concept maps; analyzed primary ideas about concept maps; described procedures for developing maps; discussed assumptions about what makes good concept maps for facilitating Internet and print navigation; identified and tested software for developing concept maps; and examined navigation issues for utilizing concept maps. Results suggest concept maps are becoming more widespread in their application to various purposes; software packages have changed significantly since the advent of the Web but none of the software evaluated offered all the necessary features. While concept maps may be quickly created, the resulting maps may not adequately map the knowledge base. Concept maps have much to offer the ERIC system, and a hybrid mix of existing, inexpensive tools may be useful to leverage technology and provide a new user interface. An annotated bibliography is included. (Contains 24 references.) (SM)

ED 445 628 HE 033 301

Yogan, Lissa J.; Mercer-Taylor, Beth
Developing Faculty as Stakeholders in Assessment: A Case Study.
PUB DATE- 00

DESCRIPTORS- Administrative Policy; Case Studies; College Faculty; *Comparative Analysis; Faculty Advisers; *Foreign Student Advisers; *Foreign Students; *Global Approach; *Graduate Students; Higher Education; *International Educational Exchange; Professional Education; Research Universities; Student Adjustment; Student Exchange Programs
IDENTIFIERS- *AIR Forum

This qualitative study examined the challenges faced by four academic departments that had large enrollments of international graduate students. The comparative study of four academic departments in three professional schools at a Midwestern research university examined how faculty members adjusted to their roles as advisors and teachers of international students; whether departments altered curricula to address the students' particular needs; and whether institutions had formal policies regarding enrollment levels of international students. The study found many examples of faculty changing roles to better address international students' needs; respondents also alter their roles as advisors and research supervisors, spending more time explaining tasks, providing extra supervision, and even becoming more personally involved in students' lives. Most departments also have at least some informal policies regarding international students, particularly in regard to English language requirements and funding. The study also discusses environmental factors shaping perceptions and responses, including differences between "technical" and "sociotechnical" disciplines; differences based on departmental organizational and physical structure; how faculty characteristics influence responses; and international students' influence on the responses. (Contains 24 references.) (CH)

ED 445 646 HE 033 336

Walsh, Timothy A.
Identifying Peer Institutions for Graduation Rate Comparisons. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bachelors Degrees; College Environment; *College Graduates; Colleges; Comparative Analysis; Degrees (Academic); Educational Attainment; *Graduation; Higher Education; *Institutional Characteristics; Institutional Evaluation; *Outcomes of Education; *Peer Institutions; School Demography; Statistical Analysis; Undergraduate Study; Universities
IDENTIFIERS- *AIR Forum; *Graduation Rates

This study used publicly available information to identify institutional controllable variables that influence graduation rate and to group colleges using these factors. The dependent variable for the correlation analysis was the six-year graduation rate of the fall 1993 freshman cohort (as reported by US News and World Report) at more than 1,400 bachelors-degree granting institutions. Factor analysis identified five components that accounted for 78.8 percent of the graduation rate variance: student academic ability (defined primarily by average combined Scholastic Assessment Test score, freshman retention rate, percent of freshmen from top 25 percent of

SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 00
NOTE- 36p.; Extract of the report "Key Data on Education in Europe" (4th Edition).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Policy; *Educational Technology; Elementary Secondary Education; Foreign Countries; *Information Technology; Inservice Teacher Education; Postsecondary Education; *Telecommunications
IDENTIFIERS- Europe; EURYDICE; *National Policy; *Technology Integration

Prepared by the Eurydice European Unit on the basis of data supplied by its national partners, this document analyzes national policies for education in information and communication technology (ICT). Highlights include: (1) national policy and official documents on the use of ICT; (2) national or official bodies responsible for supervising the national policy; (3) national projects for the introduction of technology are on the increase; (4) schedule for implementing the projects; (5) sharing responsibility for the purchase and maintenance of hardware; (6) expenditure on equipment predominates in specific budgets; (7) projects with a variety of aims; (8) many countries include ICT in the primary level curriculum; (9) the most common approach to ICT in primary education is to use it as a tool; (10) ICT is in almost all curricula at lower secondary level; (11) a variety of approaches to ICT coexist in lower secondary education; (12) ICT is in most curricula at general upper secondary level; (13) ICT is usually taught as a separate subject in general upper secondary education; (14) most specialist ICT teachers are found at the secondary level; and (15) in-service training is often available but rarely compulsory. A directory of the Eurydice network is included. (MES)

ED 445 666 IR 020 266

Serdiukov, Peter, Comp.
Thesaurus of Educational Technology Terms and Their Collocations.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Education; *Educational Technology; Information Industry; *Information Technology; Internet; Publications; *Reference Materials; *Thesauri; Vocabulary

This paper presents several samples from a Thesaurus of educational technology (ET) terms that is based on the analysis of recent publications (journal articles, conference papers, and books), various related texts, and Internet databases. The Thesaurus pulls together all the knowledge acquired in the development of ET from 1990 through 1999, to update the existing inventory of terms in this field and to make up as complete a list as possible of the current terms describing all the areas of ET, to single out separate areas of ET and to structure it as a special field, to differentiate between separate phenomena and specify the meaning of existing terms. The Thesaurus describes each term in its various collocations (word combinations) with other words. Terms are arranged in "articles" in alphabetical and topical (subject area) orders. (AEF) worksheets, and summary sheets. The chapters are entitled: (1) "Getting Control of Your Money"; (2) "Tracking Your Spending"; (3) "Figuring Your Income and Expenses"; (4) "Making Your Spending Plan Balance"; (5) "Making Money Decisions"; (6) "Checking Accounts"; (7) "Balancing Your Checkbook"; (8) "Savings Accounts"; (9) "Why Use Credit?"; (10) "Getting Credit; (11) Credit Cards and Loans"; (12) "Debt"; (13) "Insurance"; (14) "Investing"; and (15) "For More Information," which provides a list of 13 sources of information on consumer affairs, Social Security, credit reports, credit counseling, insurance, and federal income tax. (KC)

ED 445 185   CE 080 619

The Complete Get That Job! A Quick and Easy Guide with Worksheets.
PUB DATE- 01
NOTE- 81p.; Content contributed by James Gourley, John Zickefoose, Joanna Miller, Toni Cordell, and J. William McVey.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Literacy; Career Planning; Employment Opportunities; *Employment Practices; Employment Qualifications; *High Interest Low Vocabulary Books; *Job Application; *Job Search Methods; Literacy Education; Resources; *Resumes (Personal); Self Evaluation (Individuals); Values Clarification; Worksheets

Written for adult new readers, this workbook contains 14 chapters of information on career development, job search and job retention skills. Chapters contain information, worksheets, examples, and summary sheets. The guide is intended to help adults use basic skills to decide what they can do well, identify their job search goals, pick the best way to look for the job they want, write effective resumes and cover letters, prepare for job interviews, find a good job, and get off to a good start in the new job. The chapters are entitled: (1) "What Do You Have to Sell?"; (2) "Your Ideal Job"; (3) "Gathering Information"; (4) "Making a Personal Information Sheet"; (5) "Creating a Winning Resume"; (6) "Cover Letters"; (7) "References"; (8) "Want Ads and Employment Agencies"; (9) "Networking and Direct Contacts"; (10) "Staying Organized"; (11) "The Application Form"; (12) "The Job Interview"; (13) "Getting the Best Pay and Conditions"; and (14) "Tips for Your New Job." (KC)

ED 445 186   CE 080 624

Delivering the Future: The Mock Job Fair Handbook = Realiser L'Avenir: Guide pour la Simulation d'un Salon de L'emploi.
PUB DATE- 00
NOTE- 68p.; French translation of the Handbook courtesy of Ann Marie Sahagian. Includes Employment Resource Center.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE-
DESCRIPTORS- Adult Education; *Career Education; *Correctional Education; *Correctional Rehabilitation; Employer Attitudes; Foreign Countries; Guidelines; Information Sources; Job Search Methods; Occupational Information; Prisoners; Program Guides; Questionnaires; Resource Centers; Resource Materials; *Simulation
IDENTIFIERS- Canada; *Job Fairs; *United States

These three documents contain information about mock job fairs

Proceedings of the Annual Midwest Research to Practice Conference in Adult, Continuing, and Community Education (19th, Madison, Wisconsin, September 27-29, 2000).

PUB DATE- 00

NOTE- 259p.; Conference hosts and sponsors were University of Wisconsin-Madison, School of Education, Graduate Studies in Continuing and Vocational Education, Office of Education Outreach, University of Wisconsin-Extension-Division of Continuing Studies, UW-Milwaukee Adult & Continuing Education Alumni Association (ACEAA), and Wisconsin Association for Adult & Continuing Education (WAACE).

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)

DESCRIPTORS- Action Research; Adult Development; Adult Education; Adult Learning; *Andragogy; Blacks; Community Education; *Community Needs; Continuing Education; Cultural Pluralism; Developed Nations; Developing Nations; *Distance Education; Economically Disadvantaged; Education Work Relationship; Educational History; Educational Research; Epistemology; Females; Foreign Countries; Graduate Study; Higher Education; Hispanic Americans; Labor Force Development; Leaders; Leadership; Learning Theories; Migrants; Multicultural Education; Older Adults; *Organizational Development; Program Development; Research Methodology; Rural Areas; *Theory Practice Relationship; Urban Areas; *Womens Education

IDENTIFIERS- Asia; Botswana; Haiti; Nicaragua; Wisconsin (Milwaukee)

These proceedings consist of 44 presentations in these categories: distance education and evaluation; community issues and research; multicultural issues and research; teaching and learning; research methods; and organizational development. The papers are "Philosophical Foundations of Andragogy and Self-Directed Learning" (Alfred); "Adult Learners' Perception of Their Life Development in Relation to Their Perception to Their Current Experience in an Educational Program" (Alsanat); "Stories We Should Tell: Strengthening the Epistemology of Adult Education" (Austin); "Power Equity for the Under-Represented" (Aman, Bangura); "Midwest Adult Education Research Methodologies" (Barrett, Ahmed); "Insights on Technology Adoption in Higher Education" (Bielema, Bechtoldt); "Toward an Analysis of Adult Experience" (Bohn); "Connecting Trails: Collaborative Inquiry as Research Methodology" (Charaniya, Walsh); "Adult Learning and Play" (Cooper); "Invitation to a Conversation: Process and Promise of Phenomenology" (Cooper, Gibson, Hanes, Sundre); "Training Young Adults in International Settings" (Crave); "Embracing Outreach and Scholarship as a Valued Part of Faculty Work" (Pickrell, Greunewald, Kniep, Maier, Olson, Winnett); "Debunking the Burning Bush Myth: Recovering Everyday Experience in Transformative Learning" (Dirkx); "Self-Guided Action Science Inquiry Among a Small Group of Adult Learners" (Folkman); "Participatory Self-Assessment Strategy for Milwaukee's 21st Century Community Learning Centers Initiative" (Folkman, Stuckert, Bryonkala, Thorshein, Protz, Cayan); "Identifying the Needs of Adult Women in Distance Learning Programs" (Furst-Bowe, Dittmann); "Strategies for Interorganizational Collaboration Between Public, Private, and Nonprofit Sectors" (Glowacki-Dudka); "Good, the Bad, and the Struggling: Beliefs About Student Preparedness Among Teachers in an Adult Learner College" (Gray, Dirkx); "When Do Traditional Undergraduate Students Become Adults?" (Halbrader, Glowacki-Dudka); "Democracy for All?

community leaders, local Workforce Investment Boards, Youth Councils, staff, and others committed to effective youth and workforce development. Its four sections provide technical assistance and training materials for Youth Councils. Chapter 1, "Planning the Menu," defines youth development, outlines the basic concepts of making connections for young people (system building), describes how the Workforce Investment Act 1998 (WIA) can make a difference, and starts a work plan for Youth Councils. Chapter 2, "Youth Councils: Essential Ingredients," addresses the wide range of Youth Council responsibilities, from organization and staffing to strategic planning and accountability. Chapter 3, "Transition to WIA: From Soup to Nuts," addresses resource allocation decision making, follow-up services, the performance system, selecting service providers, and other important administrative decisions. Chapter 4, "Coming Together at the Table," depicts the pathways to comprehensive service delivery that are based on proven principles and practices. The building blocks that are available as the platform for developing a system for young people are described. (YLB)

ED 445 220 CE 080 688

Workforce Tool Kit: The Resource for Employers. America's Workforce Network.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Dislocated Workers; Dismissal (Personnel); Employer Employee Relationship; *Employers; Employment Opportunities; *Employment Services; Job Layoff; *Job Placement; *Job Training; Outplacement Services (Employment); *Personnel Management; Reduction in Force; *Staff Development; Technical Assistance
IDENTIFIERS- *Americas Workforce Network

This employer resource provides practical information and technical assistance on America's Workforce Network, a new national system of employment and training services. Five sections guide employers to services that assist in various areas. "Expanding Your Workforce" explains how employers can find and hire qualified workers; team with state and local service providers to recruit workers who may be getting laid off and match them to their need for skilled workers; access untapped populations looking for jobs; and find labor market information at national, state, and local levels. "Training Your Workforce" shows how to improve the skills of your workforce and find help for current employees. "Restructuring Your Workforce" details strategies and programs available to employers whose businesses are experiencing downsizing, restructuring, or closings. Information on preventing and managing a layoff or closing is provided. "Financing Your Workforce" provides employers with information on using tax credits for hiring job seekers from various target groups and examines other programs to financially assist employers and their workforce. "Accessing Workforce Resources" explains the America's Workforce Network one-stop access points. A glossary is appended. (YLB)

ED 445 221 CE 080 690

university graduates averaged $462 and $679, respectively. (MN)

ED 445 238 CE 080 713

Dreybus, Mary Ellen
Art for Art's Sake and More. Practitioner Research Briefs, 1999-2000 Report Series.
SPONS. AGENCY- Virginia Association of Adult and Continuing Education, Charlottesville.
PUB DATE- 00
NOTE- 5p.; For related documents, see: ED 435 207 and CE 080 714-720.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Adult Basic Education; *Adult Learning; *Art Criticism; Classroom Research; *Critical Thinking; Fused Curriculum; *High School Equivalency Programs; *Integrated Curriculum; Learning Activities; Literary Criticism; Outcomes of Education; Teacher Researchers; *Transfer of Training
IDENTIFIERS- *General Educational Development Tests; Virginia; 353 Project

An adult educator who teachers General Educational Development (GED) test preparation conducted an action research project to determine whether learning activities requiring students to learn about and discuss famous paintings would equip them with critical thinking skills that they could eventually use when completing the reading and writing portions of the GED test. The instructor developed 10 brief (15-30 minutes) lessons around four paintings. The lessons required students to discuss what they saw in the paintings. Eventually, the students were asked to apply the same methods to several poems. Art and literary terms used during both sets of activities were recorded and kept for review. The instructor monitored students' progress in a research journal and interviewed four students about the art lessons and critical thinking. Students also completed several GED-type essay questions. The multiple levels of critical thinking exhibited by students surprised the instructor. During the study, students analyzed, associated, transferred, organized, listed, supported, explained, recognized, labeled, defined, compared, concluded, and created information. The teacher also collected evidence documenting that the lessons gave students new insight into the meaning of critical thinking and opportunities to gain knowledge from each other rather than just from books or their teacher. (MN)

ED 445 239 CE 080 714

Traverse, Dennis
Correctional Education: Instruction and Student Motivation. Practitioner Research Briefs, 1999-2000 Report Series.
SPONS. AGENCY- Virginia Association of Adult and Continuing Education, Charlottesville.
PUB DATE- 00
NOTE- 5p.; For related documents, see: ED 435 207 and CE 080 713-720.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Action Research; Adult Basic Education; *Adult Learning; Adult Students; Classroom Research; Classroom Techniques; Computer Uses in Education; *Correctional Education; Educational Improvement; *Literacy Education;

ED 445 257 CE 080 747

Nuissl, Ekkehard, Ed.
Adult Education and Learning in Europe: Evaluation of the Adult Education Action within the SOCRATES Programme. Final Report of the Project "MOPED--Monitoring of Projects: Evaluation as Dialogue."
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium). Directorate-General for Education, Training, and Youth.
PUB DATE- 99
NOTE- 114p.; Edited on behalf of the expert group: Arne Carlsen, Paolo Federighi, Joaquin Garcia Carrasco, Ekkehard Nuissl, Skevos Papaioannou, Naomi Sargant, Andre Schlafli, in co-operation with Susanne Lattke. Supported by the European Commission, SOCRATES Programme, Adult Education Action. The German Institute for Adult Education is financed by the German Federal Ministry of Education and Science and the German Laender.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accreditation (Institutions); *Adult Education; *Adult Learning; Annotated Bibliographies; Case Studies; Cooperative Planning; Cultural Exchange; Educational Administration; Educational Demand; Educational Policy; Educational Supply; Foreign Countries; Information Dissemination; Information Networks; Innovation; *International Cooperation; Lifelong Learning; Outcomes of Education; Partnerships in Education; Policy Formation; Program Administration; Program Effectiveness; *Regional Planning; Student Certification; Student Evaluation; Sustainable Development; Transfer of Training
IDENTIFIERS- *Europe

The SOCRATES Program was conducted in 1995-1999 to increase transnational cooperation between institutions in the field of adult education (AE) and thereby enhance the quality of AE in Europe. In 1997, a project called Monitoring of Projects: Evaluation as Dialogue (MOPED) was conducted to evaluate the effectiveness of 101 transnational cooperation projects conducted with European Union support under the AE Action of the SOCRATES program. The evaluation focused on the following themes: demand-driven and supply-driven programs; accreditation and certification; support; European added value; innovation; networking; intercultural cooperation; dissemination; transferability; sustainability; project administration; and the rationale for a European policy in AE and learning. The following are among the policy recommendations that emerged from the MOPED program: (1) AE should be given a distinct place within the overall concept of lifelong learning; (2) awareness of the need for AE must be increased; (3) integration of AE institutions and structures throughout Europe should be promoted; and (4) links with vocational training institutions and lifelong learning must be created systematically. (The following items are appended: an annotated list of the projects evaluated; a list of the 98 case studies produced by the MOPED experts; and a list of the 7 experts in MOPED.) (MN)

ED 445 258 CE 080 748

Johnson, Hans P.; Tafoya, Sonya M.
The Basic Skills of Welfare Recipients: Implications for Welfare Reform.

SPONS. AGENCY- Australian National Training Authority, Brisbane.; Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 00
NOTE- 58p.; For related reports by the same preparing institution, see CE 080 791-797.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Access to Education; Adult Basic Education; *Adult Learning; *Adult Literacy; Case Studies; Change Strategies; Competence; Competency Based Education; Consortia; Curriculum Development; Educational Change; Educational Needs; Educational Quality; Educational Research; Educational Trends; Equal Education; Financial Support; Foreign Countries; Fused Curriculum; Guidelines; Instructional Materials; *Integrated Curriculum; Labor Force Development; Learning Modules; *Literacy Education; Literature Reviews; *Material Development; National Curriculum; *Numeracy; Outcomes of Education; Professional Development; Regional Planning; Rural Areas; Rural Education; Synthesis; Teacher Imp Australia; Impact Studies; *National Training Packages (Australia)
IDENTIFIERS- Australia; Impact Studies; *National Training Packages (Australia)

The six state-based research centers of the Adult Literacy and Numeracy Australian Research Consortium (ALNARC) investigated the effects of inclusion of literacy and numeracy standards in Australia's national training packages and the standards' impact on the quality of learning and work outcomes. The six ALNARC projects, which used a case study approach, examined a diversity of industries, training materials, and training sites. Overall, the projects revealed that progress in implementing training packages and addressing literacy and numeracy in that context has been uneven. The transition from curriculum-based to training package delivery was characterized as being fraught with confusion and uncertainties. The following items were deemed necessary for improvement of literacy provision and the quality of training: more time for basic training; enhanced quality control; linkage of training to productivity outcomes; and professional development and support for trainers. Other issues identified included the following: the effects of implicit rather than explicit inclusion of language, literacy, and numeracy competencies in industry standards; the language and discourse of training packages; the context of training; funding issues; and access and equity issues. The projects resulted in 19 recommendations regarding further development of training packages. (The bibliography lists 134 references. An appendix lists 46 recommendations by state.) (MN)

ED 445 275 CE 080 791

Millar, Pat; Falk, Ian
Communication and Catering Competencies: A Case Study of Literacy and Numeracy Inclusion in a Training Package. Implementation of the Hospitality Training Package and the Effects of the Inclusion of Literacy and Numeracy in Industry Standards in the Training Package, in Relation to Regional and Rural Centres.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.; Australian National Training Authority, Brisbane.
PUB DATE- 00
NOTE- 45p.; Produced by the Tasmanian Centre of the Adult

Several shared motivators and obstacles for both the college-bound student and non college-bound are noted. (Contains 2 appendixes.) (Author/JDM)

ED 445 292 CG 030 337

Chambliss, Catherine
Prevailing in Life and Love: An Educator's View of the Role of Our Expectations.
PUB DATE- 00
NOTE- 8p.; Keynote speech presented at the Annual Montgomery County Women's Conference (12th, Blue Bell, PA, September 23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Need; Aspiration; *Behavior; *Expectation; Life Events; Psychological Patterns; *Self Concept; *Well Being

The relationship between well being and expectations is complicated and contingent upon many factors. Self-esteem becomes the balance between ability and ambition. To feel better about oneself entails a combination of striving in certain areas while lowering expectations in others. The three most important domains of peoples' lives are: love relationships, parenting, and work. Expectations need to be balanced among the demands of these three domains, but if there is not some failure in at least one of these areas some of the times, then the expectations may not be sufficiently challenging. In long-term love relationships, unrealistic expectations can be damaging. When it comes to parenting, the ambitions of many parents are driving themselves and their children to exhaustion. The constantly changing technology in the workplace is adding to stress and burnout. In trying to get expectations properly in balance, advocate for yourself and others. The idea is to aim high, but be flexible and ready to redefine success whenever necessary. (Contains 14 references.) (JDM)

ED 445 293 CG 030 343

Williams, Jean A., Ed.
Elementary Career Awareness Guide: A Resource for Elementary School Counselors and Teachers.
PUB DATE- 99
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Awareness; *Career Development; Class Activities; *Counselor Teacher Cooperation; Elementary Education; *Elementary School Students; *School Guidance; Skill Development; Statewide Planning; Teacher Guidance
IDENTIFIERS- North Carolina Standard Course of Study; Secretarys Comm on Achieving Necessary Skills

Providing career development and career awareness opportunities for elementary school students is part of the North Carolina's Standard Course of Study. As national initiatives suggest, comprehensive delivery of career development competencies can be most easily and effectively accomplished through counselor-teacher collaboration. This guide is designed to assist development. Appendix A provides the journal assignments; Appendix B provides the rubric. (MKA)

ED 445 312 CG 030 386

Brenneman, Tim
Jimmie Boogie Learns about Smoking.
PUB DATE- 99
NOTE- 17p.; Illustrated by Nicole Laflamme. Colored illustrations may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Children; Elementary Education; *Prevention; *Smoking

This children's book tells the story of Jimmie Boogie's experience when he is offered cigarettes by two other boys on the playground at his school. His older sister, Suzzie, interrupts the interaction and explains to Jimmie that smoking is addictive. Their conversation causes Jimmie to think about smoking, and he decides that it is something he does not want to do. This book can be used in the classroom and other settings in order to teach children about the dangers of smoking. It can be especially useful for parents or other family members who want to discuss smoking with young children. Four questions are provided to initiate discussion. The questions are: (1) What would you do if someone asked you to smoke a cigarette? (2) Do you know what an addiction is? (3) How can you keep from becoming addicted to cigarettes? (4) Does a person look cool when they're smoking cigarettes? (MKA)

ED 445 313 CG 030 387

A Comparison of Career-Related Assessment Tools/Models. Final Report .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; *Career Planning; Evaluation; *Measures (Individuals); *Models

This document contains charts that evaluate career related assessment items. Chart categories include: Purpose/Current Uses/Format; Intended Population; Oregon Career Related Learning Standards Addressed; Relationship to the Standards; Relationship to Endorsement Area Frameworks; Evidence of Validity; Evidence of Reliability; Evidence of Fairness and Appropriateness for Special Populations; Training/Scoring Guide/Checklist/Rating Forms/Exemplar Task Available; Feasibility; and Selection Criteria Met/Pros-Cons. Part I examines the following tools and models: ACT-WorkKeys; Adult Measure of Essential Skills; Assessments in Career Education; Career Portfolio Assessment; Career-Technical Assessment Program; Career Transcript System; Commonwealth Accountability Testing System Practical Living/Vocational Studies; Comprehensive Adult Student Assessment System-Employability Competence System; Michigan Employability Skills Assessment Kit; National Occupational Competency Testing Institute Job Ready Tests; Oklahoma Vo-Tech; SCANS Interactive Prototype;

are African American dialect and Appalachian English dialect. The attitudes many hold about Appalachia have come from the literature written about the place, the people, the cultural life of the mountain region, in general, and the spoken dialect. Arnow's "The Dollmaker," Jesse Stuart's works, the Foxfire books--all became mainstream successes and represented the culture of Appalachia, along with popular media shows such as the "Beverly Hillbillies" or "Mayberry." These works and shows told a story that accumulated in influence the more they were presented to the country, creating a singular image of a people and a place. Although linguistic studies disassociated intelligence, social status, and life style from regional dialect, this made little dent in the strong stereotypes that had been accepted by the public. Even the language used to talk about variants of American English contributes to the stereotypes. On one of their web sites the University of Tennessee uses the following words: "Appalachian English (AE) is a non prestigious dialect which has a very intricate rule system." And just as people from the mountain regions are beginning to understand and appreciate their heritage of language and culture, it appears to be "dying out." But just perhaps, a more diglossic equality of expression will begin to be seen as people move to accept as simply a language variation the regional dialects of American English that proliferate across the states. (Includes a sampling of 9 Internet sources on Appalachian identity.) (NKA)

ED 445 335 CS 217 237

Pasternak, Donna L.
Teaching Literature Methods in Appalachia: Moving from Stereotypes to Authentic Engagement through Appalachian Language and Literature in the Classroom.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (New York, NY, March 16-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *English Instruction; Higher Education; Regional Dialects; *Stereotypes; *Student Needs; Teacher Education
IDENTIFIERS- *Appalachia; *Appalachian Literature; Marshall University WV; Student Engagement

This paper relates the experiences of an English professor at Marshall University in West Virginia, transplanted from her northeastern home to Appalachia. The paper gives an overview of Marshall and its student and points out that most of the professor's education comes from listening to her students' and new acquaintances' stories. It notes that her students' experiences with educational systems are different from her own, and that some of her students in "Approaches to Teaching Literature" struggle because they cannot reconcile the idea of teaching a primary text from a pedagogical stance. According to the paper, the author/professor, in helping to develop the university's teacher education program, has learned that she needs to foster a means to have her students look at themselves and their literatures as culturally and artistically significant even before teaching pedagogy and methods. The

Classroom" (William H. Thelin); (4) "Refiguring Classroom Authority" (Andrea Abernethy Lunsford); (5) "The Ethics of Plagiarism" (Rebecca Moore Howard); and (6) "An Ethics of Difference" (Myrna Harrienger and Nan Uber-Kellogg). In the second part, Ethics and Specialized Writing Programs, are these essays: (7) "Composition as Service: Implications of Utilitarian, Duties, and Care Ethics" (Larry Beason); and (8) "Ethics in Technical/Professional Communication: From Telling the Truth to Making Better Decisions in a Complex World" (Cezar M. Ornatowski). In the third part, Ethics and the Profession, are these essays: (9) "A Conflict of Personal and Institutional Ethics: Writing Instruction and Composition Scholarship" (Mary Trachsel); (10) "Literacy, Equality, and Competence: Ethics in Writing Assessment" (Michael M. Williamson and Brian Huot); (11) "Exploring Our Ethics of Evaluating Student Writing" (Jane Detweiler, Jane Mathison Fife, Robert W. McEachern, and Lauren Sewell Coulter); (12) "Going Public" (Peter Mortensen); and (13) "The Ethics of Public Review" (Miles Myers). (NKA)

ED 445 355   CS 217 276

Stroud, Scott R.
Timeless Stories East and West: The Philosophical Narratives of the "Bhagavad Gita" and "The Thin Red Line."
PUB DATE- 00
NOTE- 21p.; Paper presented at the International Meeting of the Society for Asian and Comparative Philosophy (4th, Columbia, MO, September 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Film Criticism; *Films; Literary Criticism; *Mass Media Role; Poetry
IDENTIFIERS- *Bhagavad Gita; Evil

Both film and ancient religious writing have much in common, especially in regard to their ability to convey powerful messages to modern audiences. A study analyzed the timeless meta-narratives in the ancient Hindu poem, the "Bhagavad Gita," and in the 1998 American film, "The Thin Red Line." It used the methodology of narrative criticism to make a cross-cultural contribution to philosophical and rhetorical studies that focus on the construction of evil and other philosophical themes in these two popular works. Since these two works potentially enshrine timeless cross-cultural narratives, an examination of these artifacts is warranted. The results of this inquiry indicate that these narratives construct issues of good/evil, self-transcendence, and personal duty in astonishingly similar ways. The study has shown that both artifacts portray evil as an inclination toward selfish action and the refusal to acknowledge a transcendent "ultimate" self behind the physical self of each human. The film points out that nature and humanity, once individuated and self-absorbed, go to war with itself. Both works also had similar themes in regard to issues of duty, selfless action, and the horror of war. The moral and enlightened individual is to avoid running away from the tragedies of existence and instead must uphold his duty with non-attached action. In both the literary portrayal and the cinematic portrayal of war, the narrative urges the warriors to fight with compassion and a lack of desire concerning the "fruits" of their actions. This study not only focuses attention on an undeveloped line of narrative inquiry, specifically that of ancient India, but also sheds comparative

NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Communication Skills; *Conflict; *Conflict Resolution; Elementary Education; *Interpersonal Communication; Learning Activities; School Role; School Safety; Teacher Role
IDENTIFIERS- Communication Across the Curriculum; *Conflict Management; Learning Across the Curriculum; Ohio

With heightened awareness to issues of school safety, it is important for elementary schools to take an active role in promoting constructive responses to conflict. The week of May 1-7, 2000 has been designated as Conflict Management Week by the Governor of Ohio. Conflict is a natural and inevitable part of living; however, managing conflict is difficult for many people because they have not been taught how to resolve differences in cooperative, nonviolent ways. This activity booklet/guide first offers ideas for how schools can engage in school-wide activities. The guide then describes a process for improving the overall climate of the school through the use of the classroom meetings. Six steps to conflict resolution are offered in the guide, as well as activities for helping students become aware of underlying causes of conflict. According to the guide, in addition to learning steps of a conflict management process, teachers may also work with students to enhance the communication skills used in conflict management; these include understanding blocks to communication, being aware of nonverbal communication, using "I" statements, and using active listening skills. The guide is divided into four broad sections: School-Wide Activities; Learning about Conflict; Communication Activities; and Conflict Management across the Curriculum. (NKA)

ED 445 377 CS 510 415

Let's Resolve Conflicts Together: Middle School Classroom Activities. Conflict Management Week, May 1-7, 2000.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Communication Skills; *Conflict; *Conflict Resolution; *Interpersonal Communication; Learning Activities; Middle Schools; School Role; School Safety; Teacher Role
IDENTIFIERS- Communication Across the Curriculum; *Conflict Management; Learning Across the Curriculum; Ohio

Conflict is a natural and inevitable part of living, but managing conflict is difficult for many people because they have not been taught how to resolve differences in cooperative, nonviolent ways. Communication problems can lead to misunderstanding and make conflicts more difficult to resolve.

determinant, outside of family, in student success. It also claims that the success of new academic standards being implemented throughout the U.S. are largely dependent on the quality of the teachers, and it details the unprecedented demands being placed on teachers. The booklet also examines the challenges resident in supplying the demand for teachers, in providing quality teaching, and in agreeing on strategies for teacher improvement. (RJM)

ED 445 398   EA 030 603

Nappi, Chiara R.
Why Charter Schools? The Princeton Story.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Charter Schools; Educational Policy; Elementary Secondary Education; Nontraditional Education; *Parent Attitudes; Parent Participation; Parent School Relationship; *Program Evaluation; School Choice
IDENTIFIERS- New Jersey (Princeton)

This report describes the genesis of the Princeton Charter School. It discusses how a group of parents who wanted challenging standards and clearly stated expectations for their children attempted to reform their schools. These parents became locked in disagreement with those who believed that the new standards would not suit all children, especially some of those in minority groups. After trying to change the schools by serving on the school board and by trying to persuade educators, the reform-minded parents opted to start a charter school. The paper details the aspects of public education in Princeton that some parents found so objectionable, such as the lack of a sequential and systematic curriculum; the variance in children's learning experiences; and the absence of a challenging math program. It also outlines the efforts to change the schools by electing reformers to the school board and by hiring a like-minded superintendent, actions that met with resistance from teachers and the education union. The paper describes the reform-minded parents' decision to start their own school. It summarizes the new school's philosophy and the opposition that developed against the school. It concludes with an overview of how the Princeton Charter School is currently functioning. (RJM)

ED 445 399   EA 030 604

Suda, Anita D.
Education Reform in the Dayton Area: Public Attitudes and Opinions. Analysis of the August 1998 Findings. Fordham Report.
SPONS. AGENCY- Thomas B. Fordham Foundation, Washington, DC.
PUB DATE- 98
NOTE- 66p.; Report includes commentaries by Michelle Campbell, Sue S. Elling, Chester E. Finn, Jr., Thomas J. Lasley, Samuel R. Staley, and James A. Williams. Cover title varies. Produced by Paragon Opinion Research.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Satisfaction; Community Surveys;

Helping Teachers Learn: A Four-Year Ethnography of One Principal's Efforts To Support Teacher Development.
PUB DATE- 00
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; Case Studies; Collegiality; Elementary Secondary Education; Ethnography; *Faculty Development; *Leadership Styles; Leadership Training; Longitudinal Studies; Management Teams; *Principals; Staff Development; *Teacher Administrator Relationship; *Teacher Improvement; Team Teaching; Transformative Learning
IDENTIFIERS- Reflective Practice

The primary purpose of this paper is to illuminate how a school principal employed three identifiable leadership initiatives to support adult learning within the context of her school and to show how her own thinking about her leadership practices on behalf of teacher learning changed and developed over time. A discussion of current efforts to support teachers' professional development draws on the literatures from staff development, principal leadership, and adult development. Following this is a review of a four-year ethnography. Specifically, a description of the three main initiatives practiced by the principal (teaming, providing leadership roles, and collegial inquiry) to support adult development. Next is an examination of this principal's perspective on the value of engaging in reflective practice and how this context created a space for her to reflect on her leadership. Highlighted are how her thinking about her leadership practices on behalf of supporting teacher learning changed during the four years of this research. Lastly, are suggested some possible implications of developmental theory with regard to principals' practices in relation to supporting adult development in schools. Interviews and observations with the principal and her teachers, administrators, and staff were analyzed. Findings illustrate how adult developmental theory might be bridged to leadership practices aimed at supporting the development of the mind (transformational learning). (Contains 3 tables and 54 references.) (Author/MLF)

ED 445 419   EC 308 001

Ideas for Transition: Planning for Transition Services during the IEP Process, Ages 14 through 21.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Educational Legislation; *Federal Legislation; *Individualized Education Programs; *Parent Participation; Parent Teacher Conferences; *School Responsibility; Secondary Education; Student Participation; Teamwork; *Transitional Programs
IDENTIFIERS- *Individualized Transition Plans; Individuals with

disorders. An introductory section reviews the literature on characteristics of children with autism and discusses how traditional education is inadequate for such children. Review of the literature on effective interventions notes the importance of a structured environment, behavior modification techniques, positive peer interaction, and play skills training. The 45-minute weekly program served 12 children with various pervasive developmental disorders. The structured program utilized a high staff-student ratio and included both group activities as well as individual skill development on various apparatus. A survey of parents at the 7th and 11th weeks indicated high levels of satisfaction with the program. Although measures of students' gross motor and listening skills did not reveal significant changes, a significantly higher percentage of students could perform motor skills independently at the end of the program. Parents also expressed a desire for more recreationally oriented programs. Appendices include the parental waiver form, the parent survey, and a program description. (Contains 22 references.) (DB)

ED 445 438   EC 308 042

MacLean, Isabel
Effects of Interactive Vocabulary Instruction on Reading Comprehension of Students with Learning Disabilities.
PUB DATE- 00
NOTE- 79p.; Action Research Project.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Generalization; *Instructional Effectiveness; Intermediate Grades; *Learning Disabilities; *Reading Comprehension; *Reading Difficulties; *Vocabulary Development

This 5-month action research project examined effects of a short-term interactive vocabulary instruction on reading comprehension with four intermediate grade students identified as having learning disabilities in reading. Participants read a narrative text and an expository text without vocabulary instruction and then received vocabulary instruction before reading an additional narrative and expository text. Comprehension tests and fluency tests were given after reading each text. Participants showed gains in both comprehension tests and in their reading fluency during the intervention phase. There was some evidence of students trying out new words in conversation but no evidence that students' general reading comprehension improved, that they were able to glean the subtle meanings in text, or that they used the new vocabulary terms in their writing. Forms used in the study, sample comprehension tests, a project time line, and a student survey are appended. (Contains references.) (DB)

ED 445 439   EC 308 043

Purcell, John
Children, Adolescents, and Obsessive-Compulsive Disorder in the Classroom.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Behavior Disorders; *Behavior Modification;

Wehman, Paul, Ed.; Galloway, Greta, Ed.
Advocacy & Supported Employment for People with Disabilities: A Guide & Workbook for Individuals with Disabilities & Service Providers.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Social Security Administration (DHHS), Washington, DC.
PUB DATE- 00
NOTE- 90p.; Appended is "The Customer Is Right: A Newsletter for Customers from the Rehabilitation Research & Training Center on Workplace Supports," Winter 2000. Editors are Valerie Brooke, Grant Revell, and Paul Wehman. Funded by Contract #H128U970003 with the Rehabilitative Services Administration (ED) and by the National Institute on Disability and Rehabilitation Research. Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Disabilities; Employment; *Job Search Methods; Long Range Planning; *Mentors; Peer Teaching; Personal Autonomy; *Self Advocacy; *Self Determination; *Supported Employment; Training; Videotape Recordings
IDENTIFIERS- *Personal Assistance (of Disabled)

This guide and workbook is a tool to be used to assist people with disabilities to play an active role in their job search. It provides ideas and examples to help individuals with disabilities and their job coaches through the process. Chapter titles for the workbook include: (1) "Power and Influence" (Valerie Brooke); (2) "Equality" (Paul Wehman); (3) "It's Up to Us: Practice and Attitudes Can Not Be Legislated" (Valerie Brooke); (4) "Maximizing Opportunities and Resources for Employment" (Teresa Grossi); (5) "Consumer Advocacy and Supported Employment" (Paul Wehman); (6) "Customer Initiated Supported Employment" (Michael Barcus and others); (7) "Training in Self-Advocacy and Future Planning" (Ed Turner and others); (8) "Peer Mentoring" (Ed Turner and others); and (9) "Personal Assistance Services" (Ed Turner and others). The information packet also includes a newsletter, "The Customer Is Right," that focuses on personal assistance services in the workplace. A 12-minute videotape recording, "Today's New Workforce: An Untapped Labor Pool," accompanies the guide and is suitable for staff training as well as marketing supported employment to individuals who are interested in facilitating employment for individuals with significant physical disabilities. The content focuses on job restructuring and assisted technology applications. (Contains 17 references.) (CR)

ED 445 459 EC 308 066

Fields, Scott A.; Ogles, Benjamin M.
An Empirical Typology of Children with Severe Emotional Disturbances.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 5p.; In: The Annual Research Conference Proceedings, A System of Care for Children's Mental Health: Expanding the Research Base (12th, Tampa, FL, February 21-24, 1999).

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Agency Cooperation; Assistive Devices (for Disabled); Child Development; *Disabilities; Diversity (Student); Early Childhood Education; *Early Identification; *Early Intervention; *Educational Practices; Family Involvement; Higher Education; Inclusive Schools; Individualized Education Programs; Individualized Family Service Plans; Inservice Teacher Education; *Instructional Development; Postsecondary Education; Preservice Teacher Education; *Professional Development; Student Evaluation; Teamwork; Transitional Programs

This resource guide identifies and describes early childhood education teaching, training, and staff development materials that meet three basic criteria: good, readily available, and inexpensive. It is designed to provide educators, trainers, supervisors, and other personnel preparation decision makers with resources for designing quality preservice and inservice experiences. The guide is divided into two sections: materials on instructional content and materials on the instructional process. The instructional content section provides annotated listings of materials with which to enrich preservice and inservice personnel preparation in fourteen key early childhood/early intervention content areas. These include: assistive technology, cultural diversity, early care and development, evaluation/assessment, family-professional collaboration, Individualized Family Service Plans/Individualized Education Programs, inclusion, interagency collaboration, legislation, service coordination, specific populations, state planning and resource development, teams, and transitions. The instructional process section describes resources to enrich the design of quality personnel preparation efforts including family participation materials, and personnel preparation and development materials. Each section describes primary and supplemental resources and includes information on the content of the materials, level of impact, source, and cost. Appendices include a list of sources for the materials, an author index, and a title index. (CR)

ED 445 477   EC 308 084

Moloney, Mairead; Whitney-Thomas, Jean; Dreilinger, Danielle
Self-Determination and Struggle in the Lives of Adolescents.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Disabilities; High Schools; Interviews; Parent Child Relationship; Peer Relationship; *Self Concept; *Self Determination; *Social Support Groups; *Student Characteristics

This report discusses a study that examined the development of self-determination in six high school students with disabilities and five typical students. Data were obtained through four voluntary, in-depth, open-ended interviews with each student, conducted over the course of the 1998-1999 school year, supplemented by interviews with school staff and participant observations. Students were classified with regard to two concepts closely linked to the development of self-these guidelines represent the thinking of a cross-section of design professionals and is consistent with the North Carolina Public Schools Facilities Guidelines. (GR)

ED 445 502 EF 005 785

Arts Education Facilities Planner for Grades K-8.
PUB DATE- 00
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Educational Facilities Design; Elementary Secondary Education; *Facility Guidelines; *Public Schools

This reference document for public school facility designers addresses arts education programs and the facilities that support them. Some sections focus on concepts and features common to most or all arts education subject areas, such as sound management, acoustical design, teacher workstations, and performance facilities. Other sections describe requirements peculiar to the individual areas of dance, music, theater arts, and visual arts. Concluding sections provide floor plans that reflect spaces ideal for maximum implementation of the standard state course of study in areas of general and instrumental music, dance, and theater arts. Additional resources are listed. (GR)

ED 445 503 EF 005 787

What Should Parents Know about Schools as Community Learning Centers?
SPONS. AGENCY- National Library of Education (ED/OERI), Washington, DC.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Partnerships in Education; *Public Schools; *School Community Relationship; *Shared Facilities
IDENTIFIERS- *Community Learning Centers

This brochure explains the benefits and challenges of community learning centers, lists some examples of specific school-community alliances, offers suggestions for promoting school-community partnerships, and provides sources for more information. School- community alliances highlighted involve public schools teaming with public libraries, social service agencies, recreation departments, universities, and businesses. (Contains 10 references.) (GR)

ED 445 504 EF 005 788

Raising Standards: Opening Doors. Developing Links between Schools and Their Communities.
PUB DATE- 99
NOTE- 55p.; Color photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Bilingual Education Programs; *Bilingual Teachers; Elementary Secondary Education; English (Second Language); Faculty Development; Higher Education; *Public School Teachers; Second Language Instruction; Second Language Learning; *Teacher Attitudes; Teacher Developed Materials; Teacher Education; *Teacher Education Curriculum
IDENTIFIERS- New York City Board of Education

This paper reports on the experiences and findings of five New York City public school teachers who, in the course of research for their master's degrees in Teaching English as a Second Language (TESOL) designed and implemented individual action research projects investigating issues and concerns emanating from their classroom experiences. It is hoped that new insights into language teachers knowledge, beliefs, and attitudes will be uncovered that can be used to design more effective, useful, and holistic graduate TESOL education. The principal research question is: What was the nature of the experiences of bilingual teachers performing action research for the first time in a graduate TESOL program? This question was then divided into three sub-questions: (a) What topics did the teachers choose, what were their motivations for choosing them, and what findings did they produce? (b) What courses of action did they propose for working with English language learners upon completion of research? (c) What problems and successes did they encounter? There are three general recommendations and findings: (1) Identify and explore affective factors such as empathy in TESOL teachers' experiences that link research to practice. (2) Advocate for greater inclusion of teachers' voiced in educational research. (3) Raise awareness of action research among TESOL teachers. Data-rich tables and an appendix are included. 35 references. (KFT)

ED 445 526 FL 026 399

Canning-Wilson, Christine
Using Pictures in EFL and ESL Classrooms.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Current Trends in English Language Testing Conference (Abu Dhabi, United Arab Emirates, June 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Mapping; *English (Second Language); *Language Tests; Second Language Instruction; Second Language Learning; Student Evaluation; *Visual Aids; *Visual Learning; Visual Measures

This paper argues that visual aids should be used in teaching and testing language. It has been scientifically demonstrated that visuals allow for greater cognitive mapping and navigating in an environment. Visuals are a good and useful tool for examination purposes, because they lead the learner to draw out language from their own knowledge and personal experiences through exposure to the stimuli presented. They also permit strategies to organize knowledge into semantic or associative clusters. Moreover, imagery is combined with texts to make subjects more likely to think about the process of language more fully. Visual images encourage the learner to predict, infer, and deduce information from a variety of sources. Images and thoughts. The book has already been tested in several courses in various countries. Exercises are included, and the answers to the questions can be found on the Internet. Numerous tables, figures, charts, and suggested further reading are included. An index and 149 references are also included. (KFT)

ED 445 546 FL 026 429

Irish, Tina L.
Teaching Multicultural Concepts in a World Language Classroom.
PUB DATE- 99
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Check Lists; Classroom Techniques; *English (Second Language); Ethnic Groups; French; High School Students; High Schools; Instructional Innovation; Instructional Materials; Lesson Plans; *Multicultural Education; Participant Observation; Questionnaires; Second Language Instruction; Second Language Learning; *Units of Study; Worksheets

Multicultural education is an idea, a concept, and a reform movement that should be present at all levels of schooling. This project outlines two multicultural units taught in a high school French IV and V class. Focusing on the multicultural concepts of racism and immigration-migration, students were introduced to global historical and contemporary events through the perspectives of different ethnic groups. Looking at these events from the eyes of a culture other than their own helped students to broaden their understanding and appreciation of ethnic diversity, not only in the United States but in several other countries as well. This paper is divided into seven sections. Section one introduces and describes the project. Section two describes the setting. Section three describes the culture, multicultural education and how it is used in a world language classroom. Section four outlines cycles of action and reflection, and provides examples of weekly lesson plans and a practicum evaluation. Section five presents the findings of the first and final survey, as well as field notes and student work. Section six interprets the data. Section seven sets forth conclusions. Eleven appendices containing questionnaires, worksheets, checklists, and further resources and 28 references are included. (KFT)

ED 445 547 FL 026 431

Christopher, Virginia Louise
Direct and Indirect Placement Test Scores as Measures of Language Proficiency and Predictors of Academic Success for ESL Students.
PUB DATE- 93
NOTE- 79p.; Master's thesis, University of British Columbia.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Achievement; College Students; Comparative Analysis; *English (Second Language); *Evaluation Criteria; Evaluation Methods; *Grade Point Average; High School Students; High Schools; Higher Education; Language Tests; *Scores; Second Language Instruction; Second Language Learning; Student Evaluation; *Student Placement; Testing
IDENTIFIERS- Academic Language; Michigan Test of English Language Proficiency

Current research in the English-as-a-Second-Language (ESL) field has not assessed the comparative ability of indirect and direct

Countries; Higher Education; Outcomes of Education; *Performance; *Performance Factors; Public Education; Socioeconomic Status; Tables (Data)
IDENTIFIERS- Participation Rates

This document offers the second set of annual performance indicators relating to publicly funded higher education institutions in the United Kingdom. The document has the additional purpose of allowing each institution to check its own indicators based on the information supplied in this paper; of allowing the Higher Education Funding Council for England (HEFCE) to pose specific questions related to the indicators, for which they request answers; and to allow the institutions to comment on various aspects of the indicators and questions which they raise. The document provides some background about the information included, including follow-up procedures and a timetable, and discusses and defines new and existing indicators. Appended are technical notes and field definitions for the data files (unique student identifiers, fields of study, age groups and demographic information, as well as data relating to characteristics of the various institutions). Eight charts provide graphic displays of the various indicators. A final set of tables aligns units of assessment, i.e., courses of study, with cost centers (e.g., the courses in Classics and Ancient History are included in the Humanities group.) (RH)

ED 445 567 HE 033 010

Improving Equal Opportunities for Higher Education Staff.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; Diversity (Faculty); *Equal Opportunities (Jobs); Faculty College Relationship; *Faculty Integration; Foreign Countries; Government School Relationship; Higher Education; Minority Group Teachers; Partnerships in Education

This paper invites views from the heads of publicly funded higher education institutions in the United Kingdom, higher education trade unions, and other bodies with an interest in equal opportunities on a proposal to set up an equal opportunities action group. While the proposal notes that progress has been made in providing equal opportunities for all who work in higher education, several reviews in 1999 by administrative bodies indicate that further improvement is required. The proposed group would be a collaborative venture and would included various representative bodies, existing networks, and initiatives with a mission to support the work of higher education institutions in the UK and provide an overall review of progress. A partnership framework is set out in detail. The cost over a five-year period, covering all of the UK, is estimated at 2.5 million English pounds. Several specific comments are requested. Appendix A sets forth the mission and aims of the partnership group; appendix B shows the organizational structure and roles of the various bodies. (RH)

ED 445 568 HE 033 015

PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; College Admission; College Bound Students; Educational Improvement; Educational Policy; *Excellence in Education; High Schools; Higher Education; Hispanic American Students; Organizations (Groups); Placement; Professional Associations; Program Effectiveness; Regional Planning; *Remedial Instruction; Remedial Mathematics; *Remedial Programs; School Policy
IDENTIFIERS- Southern Regional Education Board; State Policy

This report highlights the steps that colleges and universities in Southern Regional Education Board (SREB) states are taking to reduce the need for remedial college courses, addressing the following issues: who needs remedial education; how many students entering college need remedial courses; whether state policies on college-level assessment and placement matter; who should deliver remedial education; whether taking the right high school courses matters in reducing the need for remedial education; why so many students need remedial mathematics; what states are doing to address the fact that more than half of African American and Hispanic students who begin college need at least one remedial course; how effective remedial education is for college students; and what states should do to reach the goal that four of every five students entering college will be ready to begin college-level work. The report concludes with several recommendations, including states should fit the remediation approach to the student; states should increase the required number of mathematics courses; colleges should encourage students in middle grades to begin planning for college; and colleges and schools need to make better use of information on how high school graduates perform as college freshmen. (SM)

ED 445 589 HE 033 183

Mingle, James R.
Responding to the New Market for Higher Education.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Change; Change Agents; *Competition; Demography; Educational Change; *Educational Environment; *Enrollment Trends; *Futures (of Society); Governance; *Governing Boards; Higher Education; Internet; Job Skills; Labor Market; Minority Groups; Prediction; Public Policy; Social Change
IDENTIFIERS- *Global Markets; Market Research

This publication discusses the new educational environment of global competition between and among public and private higher education institutions, as well as new corporate providers of educational services, and how it will affect campus activities and board of trustee decision-making processes. The report notes the many powerful external forces work already shaping the challenges, opportunities, and programs of colleges and universities. These include (1) new student demographics (unprecedented numbers of traditional age college students; larger pools of minority high school graduates; dramatic variations among regions and states; and continued demand from fields of study: life science, engineering, humanities, physical science, humanities, and social science; the survey population accounted for 57 percent of Ph.D. degrees awarded. Some of the issues examined include: different career paths of Ph.D.s; characteristics of English Ph.D. respondents (expectations and goals, paths to the professoriate, postdoctoral appointments); career paths of English Ph.D.s within and outside academe (nonprofessional positions in academe, business, government, and nonprofit sectors); satisfaction with current employment and value of the Ph.D. (dimensions of job satisfaction/dissatisfaction); median 1995 total annual salary by sector and gender; usefulness of the doctoral education; value of the Ph.D.; and the lack of assistance by university departments/advisors in their job search. The study suggests a Career Management program for English doctoral students that would ease the transition from education to meaningful employment, citing the career workshop developed at the University of California Berkeley. (Contains 11 references.) (CH)

ED 445 610 HE 033 246

Van Patten, James J.
Higher Education Culture: Case Studies for a New Century.
PUB DATE- 00
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Freedom; *Administrator Role; *Affirmative Action; Case Studies; College Environment; College Faculty; Court Litigation; Distance Education; *Educational Change; *Educational Environment; Faculty College Relationship; Higher Education; Institutional Environment; Intellectual Freedom; Moral Values; Organizational Climate; Politics of Education; Remedial Programs; *School Culture; Tenure

This book explores the various forces affecting the culture of higher education, exploring that environment by examining the feelings, attitudes, and actions of the faculty, staff, and administrators who work in U.S. colleges and universities. Through discussions and numerous case studies the book's seven chapters examine the following issues: (1) "Tips for College Teachers: or Faculty Survival in Organizations under Pressure" (how the pros survive, cultural change); (2) "Challenges and Issues Facing Higher Education" (law, ethics, and professionalism); (3) "Academic Administrators" (governing boards, administrative challenges); (4) "The Professoriate" (research studies); (5) "Affirmative Action: Retrospect and Prospect" (a theory of justice, a reexamination of affirmative action, differing perceptions, impact of the courts, the language of affirmative action, the healing process); (6) "Academic Freedom and Tenure" (autonomy and academic freedom, tenure); (7) "Future Trends and Issues in Higher Education" (student demands, distance learning, demands on faculty, academic freedom and tenure, remedial courses and programs, costs, litigation). Appended are a list of case studies, an author (of case studies) index, and a glossary. (All chapters contain references.) (CH)

ED 445 611 HE 033 247

NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Freshmen; Educational Environment; Educational Research; *Evaluation Methods; *Formative Evaluation; Higher Education; Participant Satisfaction; *Program Evaluation; School Culture; Student Attitudes; Teacher Participation
IDENTIFIERS- *AIR Forum

This case study examined formative assessment of a first-year core course initiated in response to an external requirement. The paper discusses the campus assessment climate; describes how course faculty became proponents for assessment; explains how the core survey became housed in a larger student satisfaction survey; and outlines key elements of successful assessment programs. A researcher teamed with faculty to conduct the evaluation. The study examined the traditional knowledge and role of faculty in institutional assessment. Faculty, who were initially ambivalent or against formal assessment, were the primary audience. Qualitative methods were used to overcome faculty resistance. A research instrument was developed to assess the core program and students' satisfaction with their first-year experience. Nearly 600 freshmen completed the survey; student focus groups were also conducted. Assessment results were delivered during a faculty workshop. Faculty were given time to discuss questions and results. All instructors received printouts of their own and group results. Key elements of this project's success in developing faculty as stakeholders in assessment included: creating an interdisciplinary assessment team of faculty and staff; developing trust by listening to and respecting student and faculty viewpoints; and letting faculty adapt assessment to their own needs. (Contains 26 references.) (SM)

ED 445 629 HE 033 302

Liu, Richard; Liu, Elizabeth
Institutional Integration: An Analysis of Tinto's Theory.
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Persistence; Age Differences; College Freshmen; Cultural Differences; Ethnic Groups; Higher Education; School Holding Power; Sex Differences; *Social Integration; *Student Attitudes; Withdrawal (Education)
IDENTIFIERS- *AIR Forum; *Student Satisfaction; Tinto Theory

This study examined the impact of social and academic integration on college students' satisfaction and retention in the theoretical context of Tinto. A sample of 378 freshmen from a comprehensive state university responded to a survey. Variables examined included persistence, satisfaction, academic integration, social integration, academic performance, and demographics. Surveys were later matched with students' transcripts and academic records to determine academic status.

their high school class, percent of applicants admitted, and number of colleges in geographic area); presence of nontraditional students (percent of part-time students, average age, percent male, percent living in student housing, student/faculty ratio); presence of disadvantaged students (percent minority, percent taking only remedial courses); institution sector (including percent of students on financial aid); and institution mission (liberal arts/comprehensive curriculum focus, doctoral degrees awarded, federal research dollars). Cluster analysis grouped 971 colleges on the five principal components but was found unsuitable for establishing an objective grouping of peer institutions for graduation rate comparisons. (Contains 12 references.) (CH)

ED 445 647   HE 033 337

Ronco, Sharron L.; Brown, Stephanie G.
Finding the "Start Line" with an Institutional Effectiveness Inventory. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Outcomes Assessment; Course Evaluation; *Evaluation Methods; Faculty College Relationship; Higher Education; *Institutional Evaluation; Needs Assessment; Organizational Effectiveness; *Outcomes of Education; *Participative Decision Making; *Performance Based Assessment; Performance Factors; Portfolio Assessment; Program Evaluation; Questionnaires; *Self Evaluation (Groups); Student Evaluation; Student Evaluation of Teacher Performance
IDENTIFIERS- *AIR Forum

This paper describes a program to measure institutional effectiveness that involved development of an inventory checklist designed to stimulate faculty input on how student performance-related outcomes are measured and to evaluate current program effectiveness. The checklist, designed to be administered in an interview format, focused on three particular areas: (1) departmental mission, intended educational outcomes, and written methods of assessment for evaluating program effectiveness; (2) direct indicators for assessing students' knowledge and skills, including capstone courses, portfolio assessments, licensure, certification, professional exams; and indirect indicators for assessing students' and others' opinions of their learning, including student course evaluations, employer surveys, student exit interviews, and alumni surveys; and (3) using inventory results to identify needed program improvements and additional resources such as training, personnel, and technology. The paper concludes that using the inventory checklist provides a non-threatening way to assess student outcomes, and offers an excellent opportunity for initiating a systematic and continuing process for institutional effectiveness and educational improvement. The checklist is appended. (Contains 12 references.) (CH)

ED 445 648   HE 033 338

Stark, Joan S.; Briggs, Charlotte L.; Rowland-Poplawski, Jean
Curriculum Leadership Roles of Chairs in "Continuously Planning"

ED 445 667 IR 020 267

Van Patten, James J.
New Delivery Systems for the 21st Century.
PUB DATE- 00
NOTE- 27p.; Paper presented to the World Futures Society Future
  Focus (Houston, TX, July 24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,
  Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Assisted
  Instruction; Computer Uses in Education; *Distance Education;
  Educational Change; *Educational Development; *Educational
  Technology; *Futures (of Society); Information Networks;
  Information Technology; Internet; Online Systems;
  *Technological Advancement

This paper presents an historical perspective on the development of educational delivery systems, and then turns to the challenges of the information age and the issues of developing new delivery systems in this challenging environment. The paper discusses the fragility of power sources and of the networked world; technological weaknesses; freedom and control of information; a culture of changing values; increased incivility and hostility; and the Internet and the elements of divisiveness that will affect new educational delivery systems. Discussion then moves to issues related to educational technology and distance learning, including cost, control and ownership of course content; resistance to change; populations reached; student stress; the virtual university; problems and challenges; accreditation; the future of information networking; continuing threats to social stability; quality of distance education programs; and computer reliability and ease of accessing online information. Contains 35 references. (AEF)

ED 445 668 IR 020 268

Connecting Learners: The South Carolina Educational Technology
  Plan.
PUB DATE- 98
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141)
DESCRIPTORS- Computer Uses in Education; *Educational Planning;
  *Educational Technology; Elementary Secondary Education;
  Faculty Development; Statewide Planning; Telecommunications
IDENTIFIERS- South Carolina; *Technology Plans

This educational technology plan for South Carolina contains the following sections: (1) statewide progress related to the telecommunications infrastructure, professional development, video infrastructure, administrative infrastructure, and funding; (2) introduction to educational technology concepts, including major components and factors contributing to success; (3) how to use this plan; (4) a scenario involving schools, technology, and the state's economy; (5) mission, vision, and beliefs; (6) technology planning, including a framework to help schools and districts to chart their course in technology planning and a technology plan checklist; (7) the key elements of effective district planning for educational technology; (8) funding for technology; (9) connecting learners--curriculum, standards, and technology, including information literacy,

for inmates at federal correctional institutes. The first document is a guide to planning and conducting mock job fairs for inmates at correctional institutions and discusses topics such as the following: understanding the nature and purpose of job fairs; planning a job fair; establishing a time and date; gaining approval for the fair; contacting area employers; scheduling employer interviews with inmates; conducting the fair; and conducting effective close-out activities. The guide's 13 appendixes provide sample letters, interview schedules, and evaluation forms for use in planning and conducting job fairs. The second document is a French version of the guide to planning and conducting mock job fairs. The third document is a summary report and evaluation of the first annual mock job fair "Gateway to Success," which was conducted at the federal correctional institute Terminal Island. The third document, which details procedures for establishing correctional institution-based employment resource centers, discusses the following topics: location, staff, and resources; furnishings and materials; activities resources; government published resources; and privately published resources. (MN)

ED 445 187   CE 080 629

Thorpe, Mary
New Technology and Lifelong Learning.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Education; Adult Education; *Adult Learning; Computer Uses in Education; Counseling Services; Cultural Influences; Definitions; Delivery Systems; Distance Education; Education Work Relationship; Educational Needs; Educational Quality; Educational Research; *Educational Technology; Educational Trends; Educationally Disadvantaged; Equal Education; Foreign Countries; Instructional Design; *Instructional Effectiveness; Internet; *Lifelong Learning; Literature Reviews; Needs Assessment; Open Universities; Outcomes of Education; Participation; Postsecondary Education; Research Needs; Special Needs Students; *Technological Advancement; Telecommunications; Trend Analysis; Vocational Educat Africa; Australia; Canada; Impact Studies; *United Kingdom
IDENTIFIERS- Africa; Australia; Canada; Impact Studies; *United Kingdom

Key issues related to the relationship between new technology and lifelong learning in the United Kingdom and elsewhere were identified through reviews of the literature on information and communications technology (ICT) and the literature on lifelong learning. Two overarching issues related to the interplay of new technology and lifelong learning were identified. The first is the issue of access and participation, and the second is the issue of the effectiveness of learning once the barriers of access have been overcome. Although new ICT options offer a way around the distance and time barriers that prevent many adults from participating in lifelong learning, these new options are unlikely to be available to learners from disadvantaged or low-income social groups, workers in low-skilled jobs, and unemployed individuals. The new technologies do, however, offer advantages for learners with disabilities, and they have the potential to improve learners' access to information and guidance. Furthermore, ICT-based materials can be designed to build on all modes and stages of learning. However, more

Listening to Haiti's Voices" (Hansman, Graf); "How a Study of Hispanic Women's Perceptions of Their Academic Experiences in Wisconsin Helps Women's Learning in Nicaragua" (Harvey); "Toward an Inventory and Assessment of Higher Education's Engagement with the Communities It Serves" (Hatala, Sandmann); and "Identifying Cultural Models as a Way to Link Theory and Practice in Adult Education" (Hayes, Way). Other presentations are "Affect and Emancipation" (Huber, Cale);"For the Common Good: Learning and Collaboration" (Imel, Zengler); "Sustaining Passion in the Nonprofit Sector" (Kovan); "Baby Boomers Second Half of Life" (Kreitlow); "Open and Distance Education in Asia" (Latchem); "Qualitative Study of Adult Participants Engaged in Third Age Learning Programs" (Murk, Garofolo, Skinner, Barrett); "Research Study to Discover Temperament Types, Communication Styles, and Learning Styles of Adult Learners in Nontraditional and Online Learning Environments" (Moeller); "Interconnection Between Poverty and Adult Literacy in Botswana" (Raditloaneng); "Promoting Popular Education and Community Development in Milwaukee's Community-Based Agencies" (Rai, Auncion, Vang); "Volunteer Mentors as Aids in Transitions to Success for Adolescents at Risk" (Robinson); "Age and Human Resource Development Policy Development" (Rocco, Stein, Lee); "Learning-to-Learn-to-Live Through Struggle" (Rogers, Cunningham); "Web-Based Instruction for Adult Educators--Hi-Touch Versus Hi-Tech" (Skulk); "Applied Research in the Context of Community Partnerships" (Statham, Mason, Letven); "M at ryoshki in Two Worlds" (Sundre); "Community College Outreach Division in Transition" (Sykes, Wasielewski); "Review of All Publication Activity of the Adult Education Quarterly from 1989-99" (Taylor); "Addressing the Adult Education Needs of the Latino Community" (Tisdell, Sanabria); "Role of Culture and Spirituality in Teaching for Social Change in Adult Higher Education Classes" (Tisdell, Tolliver); "Re-establishing a Sens

ED 445 204   CE 080 659

Kramer, Fredrica D.
Designing a Family-Centered, Housing-Based Employment Program.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; Edna McConnell Clark Foundation, New York, NY.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Woods Fund of Chicago, IL.; McKnight Foundation, Minneapolis, MN.; Administration for Children and Families (DHHS), Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; Adults; Compliance (Legal); *Disadvantaged; *Education Work Relationship; *Employment Programs; Federal Legislation; *Federal Programs; Housing Needs; Housing Opportunities; *Job Training; Postsecondary Education; Unskilled Workers; *Welfare Recipients
IDENTIFIERS- *Temporary Assistance for Needy Families; Welfare Reform; Welfare to Work Programs

This publication is designed to help TANF Temporary Assistance for Needy Families agencies create specific program interventions to serve TANF recipients in place-based (in particular, housing-based) programs that help welfare recipients find and keep jobs. TANF programs increasingly serve welfare recipients with multiple barriers to steady employment,

The Role of Technical Vocational Education and Training in Transition Countries. The Case of Central and Eastern Europe and the New Independent States. Working Document.
PUB DATE- 99
NOTE- 20p.; Provided for the International Congress on Technical and Vocational Education (2nd, Seoul, Republic of Korea, April 26-30, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Developing Nations; *Economic Development; *Educational Change; Educational Finance; Foreign Countries; Futures (of Society); *Job Training; Labor Force Development; Postsecondary Education; *Role of Education; Secondary Education; *Vocational Education
IDENTIFIERS- Commonwealth of Independent States; Europe (Central); Europe (East)

In comparison with the context in which reforms usually occur, the current vocational education and training (VET) reforms in Central and Eastern Europe (CEE) and New Independent States (NIS) have these two unusual aspects: breadth, range, and depth of VET reforms are extremely large; and the reform process is exceptionally rapid. The European Union grants financial support through the Phare and Tacis programs. Increased demand for training and retraining has resulted from industry restructuring, absorption of surplus labor from other sectors and industries, and pressure to raise level of competitiveness. Although the countries shared a common starting base for reforms, huge differences exist in the state of VET reforms. Reforms in NIS and Mongolia are much slower given the extreme scarcity of resources, high degree of central control, and lack of efficient management structures. Reforms in CEE have often been initiated at the grassroots level. Within these two groups, the picture is not homogenous, depending on when reforms started and economic dynamics; legislative frameworks; history, culture and ideologies; importance attached to education and training; and the extent of external support. The countries face the following challenges that will have a major impact on their VET systems: anticipation; management training; improved initial VET; continuing training; training to combat social exclusion; and supporting measures. (YLB)

ED 445 222 CE 080 691

An Overview of Vocational Education and Training in Cyprus.
PUB DATE- 99
NOTE- 70p.; For related overviews, see CE 080 692-694.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Developing Nations; Economic Development; *Education Work Relationship; Educational Assessment; Educational Change; *Educational Improvement; *Educational Needs; Educational Philosophy; *Educational Policy; Employment Qualifications; Foreign Countries; Government School Relationship; Modernization; National Surveys; Postsecondary Education; School Business Relationship; Secondary Education; Student Recruitment; Teacher Improvement; *Technical Education; *Vocational Education
IDENTIFIERS- *Cyprus

Data for studies of vocational education and training systems in Cyprus and five other countries in the region were gathered

*Prisoners; *Student Attitudes; *Student Motivation; Teacher Aides; Teacher Attitudes; Teacher Researchers; Teacher Student Relationship; Vocational Education
IDENTIFIERS- Virginia; 353 Project

An academic teacher at a maximum-security prison in Virginia conducted a study to determine how to improve instruction and motivate adult learners in a correctional facility. Data were collected through a survey that was distributed to 22 individuals and completed by 20 of them (2 academic teachers, 1 vocational instructor, 6 students, and 11 inmates who were presently or had previously worked as teacher aides/tutors). The survey was supplemented with interviews of the vocational instructor, two students, and three former tutors and by 3 weeks of classroom observations. Although the survey responses varied widely, most respondents stated clearly that teachers must care about students as individuals and show that they care about students and are interested in their welfare. Respondents also indicated with regularity that teachers should recognize and reward students for doing good work. Many respondents believed that teachers should be well-organized and know their subject area. Suggestions for improving instruction and student motivation included providing adequate numbers of computers in each classroom and ensuring that computer programs meet students' needs and instructional levels. Finally, respondents generally agreed that students themselves must posses a certain degree of self-motivation and be able to accept responsibility for their personal growth. (MN)

ED 445 240   CE 080 715

Cochran, Elizabeth
FutureWorks: An Alternative Avenue to Success. Practitioner Research Briefs, 1999-2000 Report Series.
SPONS. AGENCY- Virginia Association of Adult and Continuing Education, Charlottesville.
PUB DATE- 00
NOTE- 6p.; For related documents, see: ED 435 207 and CE 080 713-720.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Adolescents; Adult Basic Education; *Adult Learning; *At Risk Persons; Classroom Research; Classroom Techniques; Disadvantaged Youth; Educational Attitudes; Educational Environment; Educational Objectives; Educational Practices; Focus Groups; *High School Equivalency Programs; Individualized Instruction; Nontraditional Education; *School Holding Power; *Student Attitudes; Teacher Researchers; Teacher Student Relationship; *Youth Programs
IDENTIFIERS- General Educational Development Tests; Virginia; 353 Project

A teacher who teaches General Educational Development preparation to at-risk teenagers in a nonprofit alternative education program called FutureWorks conducted a study to identify those elements of FutureWorks that keep students coming to the program. The study included the following data collection activities: a consensus-building activity to identify what students considered most and least important about FutureWorks; an essay about students' backgrounds, goals, and views regarding FutureWorks' quality; and a focus group attended by five female students aged 18 to 20 years old. The factors that kept students coming to FutureWorks fell into the following three categories: (1) respect for individual needs (students can choose their own work and collaborate with the teacher to

PUB DATE- 99

NOTE- 92p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Comparative Analysis; Education Work Relationship; Educational Attainment; *Educational Needs; Educational Policy; Employment Patterns; Employment Potential; Employment Qualifications; *Literacy Education; Needs Assessment; Policy Formation; Public Policy; State Surveys; *Statewide Planning; Tables (Data); *Welfare Recipients

IDENTIFIERS- *California; National Adult Literacy Survey (NCES); *Welfare Reform

Data from the 1992 National Adult Literacy Survey (NALS) were used to assess the prospects of California's welfare population versus those of the U.S. welfare population. Welfare recipients were found to have substantially lower basic skills than other adults do. Although 58% of California adults with basic skills and demographic characteristics similar to those of welfare recipients are working at least part time, their jobs are characterized by low wages, intermittent employment, and less than full-time hours. Although many welfare recipients can and will find work, a substantial proportion lack the skills needed for successful integration into the labor force. California faces greater challenges than most other states because the basic skills of welfare recipients in California are lower than those of welfare recipients in the rest of the nation. A substantial portion of welfare recipients may therefore continue to need some form of income support. (Twenty tables/figures are included. The following items are appended: examples of NALS tasks and difficulty levels; information on sampling design and scoring of the NALS; discussion of the NALS and labor force outcomes; regressions on NALS; and an explanation of the process for determination of welfare counterparts. The bibliography lists 45 references.) (MN)

ED 445 259 CE 080 749

Brown, William E., Jr.; Dotterer, Robert N.; Gainor, Dia; Judd, Richard L.; Larmon, Baxter; Lewis, Kathryn M.; Margolis, Gregg S.; Mercer, Steve; Mistovich, Joseph J.; Newell, Lawrence D.; Politis, Jonathan F.; Stoy, Walt A.; Stupar, James A.; Walz, Bruce J.; Wagoner, Robert

EMT-Paramedic and EMT-Intermediate Continuing Education. National Guidelines.

PUB DATE- 99

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Accidents; *Allied Health Occupations Education; Competence; *Competency Based Education; *Continuing Education; Educational Objectives; Educational Opportunities; Educational Principles; *Emergency Medical Technicians; Employment Qualifications; Evaluation Criteria; Evaluation Methods; First Aid; Guidelines; Independent Study; Job Performance; Job Skills; Medical Services; National Curriculum; *National Standards; *Performance Based Assessment; Performance Factors; Program Evaluation; Quality Control; Rescue; Student Certification; Student Evaluation; Teaching Methods

IDENTIFIERS- National Registry of Emergency Medical Technicians

Literacy and Numeracy Australian Research Consortium. For related reports by the same preparing institution, see CE 080 790-797.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Adult Basic Education; Adult Learning; Adult Literacy; Case Studies; *Communication Skills; Competence; Competency Based Education; Curriculum Development; Delivery Systems; Discourse Analysis; Education Work Relationship; Foreign Countries; Fused Curriculum; *Hospitality Occupations; Instructional Effectiveness; Instructional Materials; *Integrated Curriculum; Labor Force Development; Learning Modules; *Literacy Education; Literature Reviews; Material Development; National Curriculum; *Numeracy; Outcomes of Education; Regional Planning; Rural Areas; Rural Education; Training Methods; *Vocational Education
IDENTIFIERS- Australia (Tasmania); Catering; Impact Studies; *National Training Packages (Australia)

The implementation of the Australian national training package for hospitality occupations in Tasmania and the effects of inclusion of literacy and numeracy competencies in the training package were examined in a case study. Data were gathered through a literature review, analysis of the hospitality training package, workplace data, and discussions and interviews with seven trainers, three representatives of the adult literacy sector and one executive officer from each of the following agencies: Tasmanian Community, Property and Health Services Industry Training Board, Inc.; Tasmanian Tourism and Hospitality Industry Training Board; and Office of Vocational Education and Training. Major findings included the following: (1) trainers have had insufficient time to address the major shift from curriculum-based to training package-based training; (2) no major changes have occurred in training delivery to regional and rural trainees or in assessment modes; (3) strategies for dealing with language, literacy, and numeracy have not been an initial priority with trainers; and (4) the training package's dominant discourse derives from the context of vocational education and training. (The bibliography lists 34 references. An examination of literacy and numeracy competencies in the training package's units and a discourse analysis of the five core units are appended.) (MN)

ED 445 276 CE 080 792

Sanguinetti, Jill, Ed.; Bradshaw, Delia, Ed.
Considering the Research, Debating the Issues: Proceedings of the National ALNARC Forum (1st, Melbourne, Australia, February 17-18, 2000).
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.; Australian National Training Authority, Brisbane.
PUB DATE- 00
NOTE- 69p.; For related reports by the same preparing institution, see CE 080 790-797.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Administrator Attitudes; Adult Basic Education; *Adult Literacy; Community Programs; Competency Based Education; Conferences; Disadvantaged; Education Work Relationship; Educational Attitudes; Educational

elementary school counselors and teachers in identifying current counseling and classroom activities that already support career development, and suggests ways to enhance these and additional competencies. Section One discusses career development programs at the elementary school level and provides state and national goals and competencies. Section Two provides a sample of activities two school systems are using to integrate career development into their Standard Course of Study. Section Three provides a sample workshop to guide interested counselor-teacher teams in developing career activities for their classrooms and programs. Appendix A is The Secretary of Labor's Commission on Achieving Necessary Skills; Appendix B is an Outline of Development Traits, Career Needs and Parent Involvement for Students (Pre-K through High School). (Contains 82 References.) (Author/JDM)

ED 445 294   CG 030 345

Marketing Violent Entertainment to Children: A Review of Self-Regulation and Industry Practices in the Motion Picture, Music Recording & Electronic Game Industries with Appendices A-K. Report.
PUB DATE- 00
NOTE- 345p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Cultural Influences; Federal Regulation; Film Industry; *Films; *Mass Media Role; Parent Role; *Popular Music; *Video Games; *Violence
IDENTIFIERS- Clinton (Bill); Entertainment; Federal Trade Commission

In June of 1999, President Clinton empowered the Federal Trade Commission to study whether movie, music recording, and computer and video game industries were advertising products with violent content to youngsters. Specifically he raised two questions: Do these industries promote products they themselves acknowledge warrant parental caution in venues where children make up a substantial percentage of the audience? And are these advertisements intended to attract children and teenagers? The FTC designed a study to provide information to three groups of decision-makers: (1) elected officials and policymakers, (2) the entertainment media industries, and (3) parents. The report of this study is divided into seven sections. Section One is "Introduction." Section Two, "The Motion Picture Industry Self-Regulatory System," describes the rating process and advertising placement standards. Section Three, "Marketing Movies to Children," discusses the rating of films. Section Four, "The Music Recording Industry Parental Advisory Labeling Program," discusses labeling systems. Section Five, "Marketing Music Recordings to Children," addresses advertising. Section Six, "The Electronic Game Industry Self-Regulatory System," reviews game regulatory systems. Section Seven, "Marketing Electronic Games to Children," explains marketing of games. Section Eight, "Conclusion," argues whether the industry should expand codes that prohibit target marketing. The study found that members of the motion picture, music recording, and electronic game industries routinely target children under 17 as the audience for movies, music, and games that they themselves acknowledge are inappropriate for children or warrant parental caution due to their level of violence content. Three recommendations are made in the report: (1) the industries under review should establish or expand codes that prohibit target marketing and impose sanctions for violations;

SCANS/TEJAS Compendium; SkillsUSA Championships; Vocational-Technical Education Consortium of the States; WORKING; and Workplace Success Skills System. Part II looks at the following interests and aptitude inventories: ACT-Career Planning Survey; ACT-PLAN; Campbell Interest and Skill Survey; Career Scope; Hall Occupational Orientation Inventories; JOB-O; Strong-Campbell Interest Inventory; and Vocational Research Interest Inventory. (MKA)

ED 445 314 CS 014 061

Marnell, E. R.
Administration of Multi-Faceted Reading Skills Programs: A Dual-Text Program for Ninth-Graders; Applying Reading Strategies in the Social Studies Content Area and Teaching Reading Skills in a Reading Class.
PUB DATE- 00
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; *Content Area Reading; Grade 9; *High Risk Students; High Schools; Reading Improvement; *Reading Programs; *Reading Skills
IDENTIFIERS- Reading Across the Curriculum

Three reading skills programs were developed as part of one school system's attempt to increase the reading achievement scores of its ninth graders. The first program was designed to establish interdisciplinary and teaching and collaborative learning techniques among the teachers in the "Ninth Grade Academy." The second program involved a dual-text program geared to improving the reading skills of remedial-level freshmen students and encouraging reading in content areas. The third program, a pilot program known as Skilled Comprehenders, was an extension program for continuing growth in reading. It was a multiple-strategy, developmental reading instruction effort emphasizing the total language arts spectrum and utilizing interdisciplinary techniques as well as cooperative learning strategies. It was inaugurated to assist sophomores and involved two high schools. All three programs produced measurable and significant reading level gains. This paper presents three case studies of the programs. Contains 4 tables of data. An appendix contains the stated rationale of the Ninth Grade Academy; outlines of presentations given during inservice training sessions; and a description of the Skilled Comprehenders program as well as program materials. (EF)

ED 445 315 CS 014 062

Building on the Best, Learning from What Works: Five Promising Remedial Reading Intervention Programs.
PUB DATE- 99
NOTE- 26p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Early Intervention; Grade 1; *High Risk Students; Primary Education; *Reading Instruction; *Reading Programs; *Reading Skills
IDENTIFIERS- Direct Instruction; Exemplary Center for Reading

paper states that future units will incorporate more Appalachian literature and heritage to allow students to celebrate their roots and dreams. (NKA)

ED 445 336   CS 217 238

Dwyer, Edward J.
Chicken Soup for the Portfolio.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; Language Arts; *Methods Courses; *Portfolios (Background Materials); Reading Instruction; Secondary Education; Student Writing Models; *Teacher Education; Writing Assignments
IDENTIFIERS- *Chicken Soup for the Soul Books; *Story Writing

The popular "Chicken Soup for the Soul" series of books demonstrates the tremendous desire of people in all walks of life to tell their stories. A professor of reading/language arts methods for students in a program leading to teacher certification reads to his classes every day from a wide variety of materials, including stories from the "Chicken Soup for the Soul" series. His students at both graduate and undergraduate levels prepare a comprehensive portfolio containing original works ranging from an autobiography to lesson plans on teaching phonics. Two semesters ago, the professor decided to include a Chicken-Soup-style story as part of the portfolio, and the response to this assignment has been very positive. The stories are often school related, and writing this type of story would probably be well received by high school and middle school students. "Chicken Soup for the Teenage Soul" has been a tremendous best seller. Classes might enjoy creating their own book of stories to share with each other and even to include in the school and/or town library. The assignment and a sample story illustrate how it can be done. (NKA)

ED 445 337   CS 217 241

Carroll, Pamela S.; Rosenblum, L. Penny
Characters with Visual Impairment: Looking at Books for Young Adults through Their Eyes.
PUB DATE- 00
NOTE- 28p.; Paper presented at the International Conference for Global Conversations on Language and Literacy (4th, Utrecht, The Netherlands, August 1-5, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescent Literature; *Characterization; Content Analysis; *Evaluation Criteria; High Schools; Literary Criticism; Middle Schools; *Reading Material Selection; *Visual Impairments
IDENTIFIERS- *Response to Literature

A study that joined the fields of young adult literature and vision impairment explored the questions: How are characters who have visual impairment presented by young adult books?; and light on cross-cultural and multi-temporal narrative criticism in light of powerful philosophical storylines. (Contains 54 references.) (Author/RS)

ED 445 356 CS 510 294

Parents, Children and the Television Ratings System: Two Kaiser Family Foundation Surveys. Summary of Findings/Toplines.
SPONS. AGENCY- Henry J. Kaiser Family Foundation, Menlo Park, CA.
PUB DATE- 98
NOTE- 120p.; Includes a Chart Pack.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Audience Response; Elementary Secondary Education; *Mass Media Use; National Surveys; *Parent Attitudes; *Parent Child Relationship; Rating Scales; Television Research; Television Surveys; *Television Viewing
IDENTIFIERS- Monitoring; *Television Access; *Television Content Ratings

A study presented the results of two national, random sample surveys about the use of and interaction with the television ratings system by parents and children. The telephone survey was conducted between April 2-26, 1998, and involved interviews with 1,358 parents of children ages 2-17 and 446 children ages 10-17. Results were reported for 69 interview questions for adults, 11 demographics questions, and 35 interview questions for children. Topics of findings included: parental concerns about television content; use, opinions, and understanding of ratings system by parents; reasons system is not used as often by some parents; changes in the ratings system; the V-chip; children's use and understanding of the system; the backlash effect; parent/child communication on the ratings system; and television use. A pack consisting of 22 charts is attached. (EF)

ED 445 357 CS 510 373

Annarella, Lorie A.
Theatre in the Classroom--a Creative Way To Teach and Learn.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Creative Art; *Dramatics; Elementary Education; *Learning Motivation; *Reading Instruction; *Writing Instruction
IDENTIFIERS- Drama in Education

Creative drama offers many techniques which provide a good way to approach curriculum goals. Introducing children to theater and play production in the classroom setting can create energy in the classroom, foster a sense of self-identification, and teach children to experientially appreciate drama as an art form. Multilevel learning is involved in theater production, including: (1) reading, memorizing and interpreting script; (2) writing notes and taking stage directions; (3) utilizing math concepts in building a set; (4) interdependence with fellow actors; (5) recognition of body language; and (6) use of voice through oral interpretation. Drama can also foster student motivation, through the excitement of organizing a play, directing, acting and developing scenes and characters. Steps to produce a play include reading the script orally, discussing

The Governor of Ohio has designated May 1-7, 2000 as Conflict Management Week. In the middle school classroom, making use of themes of conflict can invigorate subject areas across the curriculum. This activity booklet/guide offers ideas for improving the overall climate of the school and for learning how to resolve conflicts in the classroom. The guide first presents ideas for drawing attention to issues of conflict and peace. It then provides activities for helping students become aware of underlying causes of conflict. The guide cites the six steps to conflict resolution and states that, in addition to learning steps of a conflict management process, teachers may also work with students to enhance communication skills used in conflict management. According to the guide, these skills include understanding blocks to communication, using "I" statements, and improving listening skills--resources to teach these skills are included in the guide. The guide is divided into four broad sections: School-Wide Activities; Learning about Conflict; Communication Activities; and Conflict Management across the Curriculum. (NKA)

ED 445 378   CS 510 416

Let's Resolve Conflicts Together: High School Classroom Activities. Conflict Management Week, May 1-7, 2000.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Communication Skills; *Conflict; *Conflict Resolution; High Schools; *Interpersonal Communication; Learning Activities; School Role; School Safety; Teacher Role
IDENTIFIERS- Communication Across the Curriculum; *Conflict Management; Learning Across the Curriculum; Ohio

The week of May 1-7, 2000 has been designated by the Governor of Ohio to be Conflict Management Week With heightened awareness to issues of school safety, it is important for high schools to take an active role in promoting constructive responses to conflict. Conflict is a natural and inevitable part of living, but managing conflict is difficult for many people because they have not been taught how to resolve differences in cooperative, nonviolent ways. However, appropriate responses can be learned, and this activity booklet/guide contains many resources that can help in the process. The guide first offers ideas for school-wide activities to draw attention to issues of conflict and peace. It then presents the six steps to conflict resolution, noting that conflicts abound in part because individuals have different values, needs, and desires. The guide provides activities for helping students become aware of underlying causes of conflict. According to the guide, in addition to learning steps of a conflict management process, teachers may also work with students to enhance the communication skills used in conflict management--these include understanding barriers to communication, using "I" statements, and improving listening skills. The guide also points out that making use of themes of conflict can invigorate subject areas across the curriculum and includes relevant resources, as well as a resource for exploring diversity. The guide is divided

*Educational Change; *Educational Improvement; Elementary Secondary Education; *Parent Attitudes; *School Attitudes; Tables (Data)
IDENTIFIERS- Ohio (Dayton Miami Valley); Ohio (Dayton)

This document offers the results of an education survey taken in the Dayton, Ohio, area in August 1998. The survey included telephone interviews with some 824 area residents. The principal results are presented first, organized under nine major headings: satisfaction level; problems in the schools; proposals for improvement; parental choice; charter schools; standards and testing; teachers and unions; school funding; and mandatory busing. The survey provides profiles of those who participated in the polling, including race, income level, and whether their children attended public or private schools. Specific areas addressed in the survey include issues involving discipline, overcrowding, bad teachers, and moving trouble-making students into alternative schools. The results indicate that most adults and parents in the Miami Valley and Dayton public schools oppose mandatory busing. They think teacher pay should be linked to teacher performance, favor the start of new community schools in suburban and rural areas, support choice in deciding on a public school for their children, believe their local school board is doing a good job, and give mostly A's and B's to the school their oldest child attends. These favorable ratings fall when those surveyed were asked to grade public schools in the nation as a whole. (RJM)

ED 445 400 EA 030 606

Anderson, Sandra Lee
Superintendents, Boards, Governance and Race: A Century and a Half in the District of Columbia.
PUB DATE- 00
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Educational Administration; *Educational History; Elementary Secondary Education; Governance; *Racial Factors; *Standards; *Superintendents; Trend Analysis
IDENTIFIERS- District of Columbia Public Schools

This report presents a history of school superintendents in the District of Columbia from 1865 to spring 2000. Research revealed major issues of race, control by Congress, and changes of governance each half-century: 1865, 1900, 1954, and 2000. The analysis is based on the annual reports and minutes of the board for the 2 centuries, histories of the school system, and newspaper articles. Until 1967, black superintendents and board members led the black systems or divisions, and whites guided the white and mixed systems, resulting in the development of black school leaders and teachers, and a black school system touted nationally until recent decades. Personal characteristics of superintendents revealed that congenial, deferential superintendents enjoyed longer tenure than charismatic change-agents. Although similar to other school systems on many issues, D.C. is unique in that it is controlled by the U.S. Congress. In one recurring pattern the school board would demand data-heavy reports to justify replacing the superintendent, just before Congress would mandate new governance. Another pattern was the consistent underfunding of

Disabilities Educ Act Amend 1997; Minnesota

This brochure explains federal requirements for transition services for secondary students with disabilities, the importance of transition services, and transition planning in the Individualized Education Program (IEP). The roles and responsibilities of the student, special and regular education teachers, parents, adult service agency representatives, and other members of the transition team are discussed. The pamphlet also outlines the responsibilities of school districts, including: (1) notifying parents of the date, time, and location of the transition IEP meeting; (2) setting up a mutually agreed upon time and location for the meeting determined with parental input; (3) ensuring parents understand the proceedings of the IEP meeting; (4) using alternative methods to gather parent input regarding transition if needed; (5) inviting students to participate in their IEP meeting; (6) incorporating preferences of the students into the IEP; (7) ensuring that by age 14 or earlier, the IEP of a student specifies services needed that focus on the general course of study for individual students; and (8) ensuring that starting at the age of 16 or earlier, the student has a statement of needed transition services that includes instruction, related services, community experiences, and development of employment or other post-school living objectives. (CR)

ED 445 420 EC 308 024

Sunset Commission Decisions. Interagency Council on Early Childhood Intervention.
PUB DATE- 98
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Agency Cooperation; Coordination; Delivery Systems; *Disabilities; Early Childhood Education; *Early Identification; Financial Support; Infants; *Organizational Change; *Policy Formation; *Program Improvement; Toddlers

This document contains recommendations from the Sunset Commission for the Interagency Council on Early Childhood Intervention (ECI) in Austin, Texas. Recommendations include: (1) modify ECI's current method of purchasing early intervention services to ensure the state receives the best value for its dollars; (2) tap additional funding sources to allow ECI services for more children; (3) ensure the council is meeting statutory objectives through a reassessment of its service delivery system; (4) strengthen accountability for public funds through improved performance monitoring; and (5) decide on continuation of the Interagency Council of Early Childhood Intervention as a separate agency after completion of Sunset reviews of all health and human services agencies. For each recommendation, the change in statute needed, management action needed, fiscal impact, and suggested modifications are provided. A tally of people on the Commission for and against the recommendation is given, along with the final action of the Commission. The document closes with a list of new issues and across-the-board recommendations. (CR)

ED 445 421 EC 308 025

Hawkins, John; Dorr, Barbra; Hamid, K. A.; Morris, Robert; Ninaud, Christian; Hunley, Barbara; Kinney, Susan

*Classroom Techniques; Elementary Secondary Education; Evaluation Methods; Incidence; *Interdisciplinary Approach; *Symptoms (Individual Disorders)
IDENTIFIERS- *Obsessive Compulsive Behavior

This paper explores how obsessive-compulsive disorder (OCD) affects students and how teachers can help such students lead productive lives in the classroom and elsewhere. It describes the symptoms of OCD in students, including trouble getting to school on time because of rituals while getting cleaned and ready in the morning, inability to finish work or lag behind because of constantly erasing and redoing work, anxiety attacks during tests, and depression. Evaluation methods for screening for OCD in children and adolescents are discussed, along with treatment options. Teachers of students with OCD are urged to partner with others involved in the student's treatment to monitor behavioral therapy or medication, to work together on treatment and share information, and to facilitate changes between grade levels for students with OCD. Classroom accommodations for students with OCD are described and include help with note taking, avoiding large assignments or take home work, setting clear deadlines, providing structure guides for longer assignments, facilitating interaction between students with OCD and peers by having group projects, using alternative ways to evaluate work, providing testing accommodations, using alternative discipline plans with students with OCD, and helping students to practice relaxation techniques. (Contains 23 references.) (CR)

ED 445 440   EC 308 044

Puerto Rico State Project for Children Who Are Deaf-Blind. Final Performance Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *Deaf Blind; Early Childhood Education; Elementary Secondary Education; Parent Workshops; *Professional Development; Program Design; Program Evaluation; Services; *Social Integration; *Teacher Education; Teacher Workshops; *Technical Assistance; Transitional Programs
IDENTIFIERS- *Puerto Rico

This final report discusses the activities and outcomes of a project designed to provide technical assistance to Puerto Rican public and private agencies, institutions, and organizations providing early intervention, educational, transitional, vocational, early identification, and related services to children with deaf-blindness, to ensure that they more effectively implement services for the deaf-blind population. Project staff worked to increase collaboration efforts between public agencies and non-profit programs to enhance direct services, increase opportunities for professional development among teachers and service providers, and initiate local research in the area of deaf-blindness. Yearly workshops were provided to student teachers and graduate students to establish awareness among future professionals. Direct technical assistance to teachers was provided on educational aspects, while separate technical assistance activities were focused on broadening awareness among professionals, parents, and other service providers. Services promoted effective transitions for youth with deaf-blindness

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Abuse; Children; *Classification; Cluster Analysis; Coping; Delinquency; *Emotional Disturbances; Mental Disorders; Mental Health Clinics; *Predictor Variables; *Questionnaires; Runaways; Rural Areas; Sexual Abuse; Substance Abuse; *Symptoms (Individual Disorders)

This report discusses the outcomes of a study that used cluster analysis to identify groups/clusters of children (n=158) with severe emotional disturbances receiving services at a rural, mental health center in Southeastern Ohio. Extensive data were gathered at intake that included information regarding child and family characteristics and the child's presenting problem. Within this large amount of data, numerous "yes" or "no" survey questions for the parent or guardian of a child were used to assess risk factors. Eight questions were selected due to their perceived salience in predicting subsequent child functioning and mental health service utilization. The selected questions asked if the child had ever been arrested, hospitalized for psychiatric purposes, sexually abused, or physically abused. Questions also asked whether a child had been a sex perpetrator, run away from home, used drugs or alcohol, or attempted suicide. Five groups of children were identified using the eight risk factors present at intake. The groups were labeled physically abused, high runaway risk, high delinquent risk, low risk, and sexually abused. Not only were the groups different in terms of their initial risk factor presentation, but also groups differed in terms of their level of functioning. (CR)

ED 445 460 EC 308 067

Treder, David; Kutash, Krista; Duchnowski, Albert J.; Rudo, Zena; Sumi, W. Carl; Harris, Karen M.; Nelson, Steven L.
The School, Family, and Community Partnership Program: Initial Findings.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 5p.; In: The Annual Research Conference Proceedings, A System of Care for Children's Mental Health: Expanding the Research Base (12th, Tampa, FL, February 21-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; *Behavior Disorders; Children; *Delivery Systems; Elementary Education; *Emotional Disturbances; Family Involvement; *Integrated Services; *Intervention; Longitudinal Studies; Partnerships in Education; Program Effectiveness; Student Characteristics

The School, Family, and Community Partnership Program is an integrated, school-based intervention for improving the outcomes of students served in classrooms for children who have emotional and behavioral disabilities. This report briefly describes the intervention, the characteristics of the children, and initial results of measuring fidelity to the intervention model. To test the effectiveness of the Partnership Program, outcomes for the 23 children (ages 11-13) participating at the school where the project was implemented determination: struggle and self-definition. Four categories of students emerged: (1) full array, in which students had multiple sources of support they felt comfortable using and consistently made daily and long-term decisions that were well thought-out and had positive consequences; (2) peer dominated, in which students struggled with their families, consistently relied on their peers for most of their needs, and often had emotional distress and poorer decision-making skills; (3) parent dominated, in which students had insufficient independence, did not connect with their peers, and their parents often made decisions for them and dominated their relationship with school personnel; and (4) replacements, in which students lacked strong parental or family support and replaced missing support figures with friends, teachers, or other school personnel. Characteristics of each category are identified and suggestions for support are provided. (CR)

ED 445 478   EC 308 085

Coleman, Laurence J.; Cross, Tracy L.
Being Gifted in School: An Introduction to Development, Guidance, and Teaching.
PUB DATE- 01
NOTE- 493p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ability Identification; *Academically Gifted; Classification; Coping; Counseling Techniques; *Creativity; *Curriculum; Definitions; Educational Strategies; Elementary Secondary Education; Parent Teacher Cooperation; *Student Characteristics; *Talent Development; Teaching Methods
IDENTIFIERS- *Differentiated Curriculum (Gifted)

This book reviews past developments within the field of gifted education and identifies the current trends, issues, and beliefs to be faced in the 21st century. The book is organized to provide a framework for those who are responsible for nurturing the development of gifts and talents in the home, school, and community. Specific chapters address: (1) definitions and models of giftedness; (2) the lives of gifted persons, career choices, and predictors of adult accomplishment; (3) identifying the gifted, procedural concerns, measurement, and special issues in identification; (4) guidance considerations for families and talking with parents; (5) coping with giftedness and counseling considerations, problems of special groups, and strategies used in the process of managing identity; (6) creativity, the creative process and development, and teaching for creativity; (7) administrative arrangements, program prototypes and the teacher, evaluation programs, and selecting personnel; (8) curriculum theory and practice, differentiated curriculum, and models used for curriculum building; (9) instructional theory, principles of instruction, and general teaching methods; and (10) best practices, teaching nonmodal gifted children, useful techniques or settings in most situations, and instructional materials and media. (Contains more than 600 references.) (CR)

ED 445 479   EF 005 368

Block, Michael K.; Flake, Jeffry L.; Gifford, Mary; Solmon, Lewis

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Public Schools; *School Community Relationship; *Shared Facilities
IDENTIFIERS- England

This booklet offers guidance to help schools open up their premises and facilities for outside use and to enhance their links with the local community. It highlights the benefits of partnership and offers real examples of the type of activity which is already undertaken in many schools and how it is organized and funded. Also covered are the legal aspects of community use of school property arrangements such as ownership of the premises and the agreements, giving control to others, the roles of local education authorities and governor's duties, and operating childcare in schools. Final sections address practical aspects of community use of school property including health and safety, security, fire safety, public entertainment and other licenses, and maintenance. Appendices highlight ownership aspects of school premises, provide an example of a transfer of control agreement, and present a list of useful contacts. (GR)

ED 445 505 EF 005 789

Teacher's Guide to Indoor Air Pollutants.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC.
PUB DATE- 97
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; *Curriculum Design; Intermediate Grades; *Public Schools; *Teaching Methods
IDENTIFIERS- *Indoor Air Quality

This guide, designed for fourth- through sixth-grade classrooms, contains information teachers will need to teach an educational unit on indoor air quality. It draws on a variety of students' skills, including science, vocabulary, reasoning, math, and basic biology. Each lesson comes with suggested activities that highlight and reinforce what is being taught in that section. Each section can be made into overheads or handouts for the students to use. Sections introduce the common indoor air pollutants and words associated with indoor air pollution; address the major air pollutants, their sources, and their health effects; highlights potential sources of pollution and recommends solutions to help prevent air quality problems; discusses how pollutants affect the human body; examines how and why pollutants get int the air and the importance of detecting and fixing those sources; and explores the importance of good indoor air quality in schools and classrooms and what teachers and students can do to improve air quality in their classrooms. (GR)

ED 445 506 EF 005 791

Fise, Mary Ellen; Morrison, Melanie L.; Weintraub, Rachel
Playing It Safe: June 2000. A Fifth Nationwide Safety Survey of Public Playgrounds.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English

help to bring the outside world into the classroom, and thus help to make the situation more real and in turn help the learner to use appropriate associated language. Humans have several distinct intelligences, and any significant achievement involves a blending of intelligences. Blending is useful, because different intelligences are valued to varying degrees by different cultures. In a teaching and testing environment, a visual makes the task or situation appear more authentic and prompts the learner to find direct or indirect ways to play with the language and its structures. (Contains 15 references.) (KFT)

ED 445 527   FL 026 400

Japanese National Standards: Learning Scenarios.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Communicative Competence (Languages); Cultural Education; Elementary Secondary Education; *Japanese; *National Standards; *Second Language Instruction; Second Language Learning
IDENTIFIERS- Japan; *National Standards for Foreign Language Learning

This small manual presents 12 learning scenarios designed to teach the Japanese national learning standards to American learners of Japanese. It is written by teachers for teachers. These scenarios are designed to teach interpersonal, interpretive, and presentational communication; practices and products of culture; cultural comparisons; language comparison; school and community practices and roles; and lifelong learning and making personal connections. Unit titles include the following: "Bentoo"; "Undookai"; "Ekiben"; "Hinamatsuri"; "Kodomo no hi"; "Uniform"; "Japanese Towns"; ""Happy Host Mother's Day"; "Trip to a Japanese Grocery Store"; "Orizuru"; "Apartment Search"; and "Daily Life." Numerous illustrations and tables appear throughout the text. (KFT)

ED 445 528   FL 026 401

Lamb, Sydney M.
Pathways of the Brain: The Neurocognitive Basis of Language. Amsterdam Studies in the Theory and History of Linguistic Science. Series IV, Current Issues in Linguistic Theory, Volume 170.
PUB DATE- 99
NOTE- 435p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Anthropological Linguistics; *Brain Hemisphere Functions; Cognitive Processes; Diachronic Linguistics; Grammar; Language Research; Language Universals; *Linguistic Theory; *Neurolinguistics; Structural Analysis (Linguistics); Syntax
IDENTIFIERS- *Biolinguistics

The brain is the organ of knowledge and the organizer of human abilities, the means of recognizing a face in a crowd, of conversing about experiences and images, of forming thoughts and developing ideas, and of instantly understanding words test scores to predict academic success. Work of this kind would inform practice in the area of testing and placement. This study investigates the practical problem of making appropriate placement decisions for students whose test results show wide enough discrepancies to indicate placement in different academic programs, or at different levels within programs. The question of whether scores derived from indirect measures (language proficiency tests) or direct measures (writing samples) are better indicators of academic language proficiency is addressed. This study also explores the usefulness of grade point average (GPA) as a measure of academic success, and proposes the use of average accumulated credit per semester (AACPS) as an additional measure. Several researchers have questioned the use of GPA as the sole measure of academic success for ESL students, and this study adds to existing research. The ability of two types of placement tests to predict academic success for ESL students in secondary and university programs is evaluated: one indirect (the Michigan Test of English Language Proficiency); the other direct (a combination of GPA and AACPS measures). Results are mixed. Nine data-rich appendices and 48 references are included. (KFT)

ED 445 548   FL 026 432

Allen, Lili
Involving English Language Learners in Community-Connected Learning. Perspectives on Policy and Practice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Strategies; *English (Second Language); *Experiential Learning; *High School Students; High Schools; Internship Programs; Limited English Speaking; *School Community Programs; *School Community Relationship; Second Language Instruction; Second Language Learning

This issue brief considers how to involve English language learners in community-connected learning, a set of strategies to engage young people in learning experiences beyond the classroom. Such strategies include internships at work sites, and project-based learning in classrooms. In successful community-connected learning strategies, students come to understand how they might pursue and expand upon their own interests, and to observe and work alongside adult experiences in a variety of workplaces and occupations. Specifically, they advance their language skills by interacting with English-speaking adults in the workplace, experience being treated as adults, participate in learning as an active rather than passive process, earn wages while charting long-range career plans, and gain opportunities for valuable job experience and learn about academic options at post-secondary institutions. Other issues considered include the following: effective strategies for involving English language learners in internships and project-based learning and the best role of community supervisors and high schools. A check list of potential barriers to English language learners involvement in community-connected learning is matched with specific suggestions for addressing these barriers. Twenty additional resources are recommended. (KFT)

Minnesota's Post-Secondary Education Enrollment Data. Basic Data Series, 1998.
PUB DATE- 00
NOTE- 469p.; For 1996 series, see ED 421 917.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Attendance; College Bound Students; College Freshmen; Community Colleges; *Enrollment Trends; Full Time Students; Graduate Study; High School Graduates; Part Time Students; Place of Residence; Postsecondary Education; Private Colleges; Public Colleges; Sex Differences; State Colleges; Tables (Data); Technical Education
IDENTIFIERS- *Minnesota

This report presents data tables on fall 1998 enrollment at Minnesota's public and private postsecondary education institutions. An introduction and glossary precede the main body of the report, which has four parts: (1) five-year summaries for each institution, including total enrolment, full- and part-time enrollments, male and female enrollments, new entering student enrollments, and totals by type of institution; (2) residence data, including county of residence for new entering students and residency by state or foreign country for out-of-state students; (3) data on participation in postsecondary education, including participation rates of 1998 Minnesota high school graduates, distribution of Minnesota new entering students by year of high school graduation, and participation ratios by county of new entering students who graduated from high school in 1998 to all 1998 high school graduates; and (4) enrollment data for each institution, summarized by level of study, gender, full- or part-time attendance, and racial/ethnic background. (SM)

ED 445 569 HE 033 088

Fact Book, 1996-97.
PUB DATE- 97
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Athletics; *College Admission; *College Faculty; College Housing; Computer Centers; Computers; Dormitories; Educational Finance; Endowment Funds; *Enrollment; Facilities; Fraternities; Graduate Study; Higher Education; Library Facilities; Sororities; Student Costs; Student Financial Aid; Tables (Data); *Tuition; Undergraduate Students

This report contains a series of tables and charts that provide answers to frequently asked questions about the university, as well as historical data for the previous ten years. There are seven chapters covering the following areas: (1) enrollment, including undergraduate and graduate by level, gender, and campus; multicultural and international; and trend data. (2) admissions, including total freshman applications; in-state and out-of-state applications and transfer data; and high school class rank; (3) degree programs offered and degrees conferred; (4) faculty data, including tenure track faculty by college, area, and gender; tenure status; average faculty salary; and comparative average salary increases; (5) tuition and fees, including undergraduate and graduate tuition and mandatory fees, and financial aid awards by type of fund and program; (6) finance, including revenues and expenses; state appropriations history; endowment funds; and proposals and awards by college; (7) facilities, including selected statistics by campus;

adults students, especially for technology-based education); (2) changing labor markets that demand new skills (ability to learn, communicate, and adapt, as well as a good work ethic and personal motivation); (3) emergence of the Internet and associated information technologies, which will place higher education's competitive environment in a global context; (4) new providers of postsecondary education and training who challenge the market share of traditional colleges and universities; (5) higher education customers, accustomed to high standards from American business, who expect improved service from colleges and universities; and (6) intensive competition and a changing public policy context which will exacerbate cost, price, and productivity measures. Boxed case material highlights the text. (Contains 19 references.) (SM)

ED 445 590   HE 033 184

Kehrhahn, Marijke; Sheckley, Barry G.; Travers, Nan L.
Efficiency and Effectiveness in Graduate Education: A Case Analysis.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Students; Doctoral Programs; Educational Research; Graduate Students; *Graduate Study; Higher Education; Institutional Research; Part Time Students; *Program Effectiveness; Research Proposals; *Time to Degree; Vocational Education

This study demonstrates how an institutional research process focused on Ph.D. students contributed to programmatic changes that increased the effectiveness of the program for part-time, adult graduate learners. From 1985-92 faculty in an adult and vocational education doctoral program gathered feedback from students on challenges regarding productivity, time-to-degree, and degree completion. It was determined that the efficiency problem appeared related to: unrealistic student expectations about the process and time frame for completing Ph.D.s; fragmentation of program phases so that coursework, research development, and dissertation research were disconnected activities; and inaccessibility of institutional and program supports. Faculty initiated various initiatives to make the program more efficient, including clarifying students' expectations; integrating program phases; providing necessary supports; and having students work through program phases as research teams formed around completing specific tasks toward degree completion. The intervention created substantial reductions in time-to-degree; it had the most impact on reducing the time it took doctoral students to decide on research topics and write acceptable research proposals. Implications for institutional researchers include the importance of focusing attention on adult part-time students; the importance of having a theoretical framework based on principles of adult learning; and the benefit of longitudinal designs with multiple data collection strategies. (Contains 19 references.) (SM)

ED 445 591   HE 033 185

Survey of American College Campuses.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English

Silber, Earle; Arnstein, Robert L.; Backus, Varda; Eddy, Harrison P.; Liptzin, Myron B.; Notman, Malkah Tolpin; Reich, Peter; Reid, Elizabeth Aub; Siggins, Lorraine D.; Silverman, Morton; Stauffer, Tom G.; Wenger, Robert E.
Helping Students Adapt to Graduate School: Making the Grade.
PUB DATE- 99
NOTE- 110p.; Co-published simultaneously as the Journal of College Student Psychotherapy, v14 n2 1999.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment (to Environment); Case Studies; Counseling Services; Crisis Intervention; Diversity (Student); *Emotional Adjustment; *Graduate Students; Graduate Study; Higher Education; *Mental Health; Minority Groups; Nontraditional Students; *Psychiatric Services; Psychological Services; School Counseling; Student Adjustment; *Teacher Student Relationship
IDENTIFIERS- *Group for the Advancement of Psychiatry

This book, formulated by the Group for the Advancement of Psychiatry (GAP) Committee on the College Student, describes the complexity of graduate student lives and advocates providing students with mental health services and other support to help them cope more successfully with the challenges of graduate school. It provides a view of students through the eyes of psychiatrists who treat students and who also act as consultants to universities. Many case studies are used to amplify the discussion. Following an introduction and overview, chapters focus on the following issues: (1) decision to attend graduate school; (2) the university's role in providing support; (3) developmental issues (separation and family issues, interpersonal relationships, identity formation, character stabilization, philosophy of life); (4) general aspects of graduate school life (gender issues, faculty-student relationships, postponement issues, financial issues, changing fields); (5) diversity in the graduate student population (older students, married students, minority students, international students); (6) psychiatric disorders (psychoses, substance abuse, personality disorders, suicide); (7) treatment; (8) degree completion; and (9) transition from graduate school. A review of the literature is appended. (Contains approximately 110 references.) (CH)

ED 445 612 HE 033 248

Self-Assessment of Graduate Programs in the Biomedical Sciences: Narrative Guide and Companion Survey Instruments. Report of the Task Force on Benchmarks of Success in Graduate Programs: AAMC GREAT Group.
PUB DATE- 99
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Biomedicine; Careers; Curriculum Evaluation; Educational Assessment; Graduate Students; *Graduate Study; Higher Education; *Medical Education; Medical School Faculty;

Data analysis indicated that neither gender, ethnicity, nor age related to student satisfaction. Academic integration, social integration, and academic performance all had positive influences on student satisfaction (with social integration being the most influential factor). Gender, age, and ethnicity also had no impact on student retention, while academic integration, academic performance, and student satisfaction all influenced student retention. Social integration was not significant in students' decisions to stay. Overall, the study partially validated Tinto's theory. Policy implications are discussed. (Contains 39 references.) (SM)

ED 445 630 HE 033 303

Patrick, William J.
Estimating First-Year Student Attrition Rates: An Application of Multilevel Modeling Using Categorical Variables.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Institutional Research (40th, Cincinnati, OH, May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; College Admission; *College Freshmen; Dropout Rate; *Dropout Research; Educational Research; Foreign Countries; Higher Education; Research Methodology; School Holding Power; *Student Attrition; Withdrawal (Education)
IDENTIFIERS- *AIR Forum; Multilevel Analysis

This study examined first-year attrition at a large, urban university in the United Kingdom, demonstrating the application of multilevel modeling to the issue of student attrition. A sample of 2,679 full-time, first-year students studying the 20 most common subject areas was identified. Students were divided into four groups depending on their entry route: entering after the 6th year of secondary school after obtaining sufficient Scottish school-leaving qualifications to enter the university in the 5th year; entering with English school-leaving qualifications (which require 6 years of secondary school); entering with Scottish school-leaving qualifications obtained in the year of their leaving secondary school (5th or 6th year); and entering with non-school-leaving qualifications, mainly gained at college. Students' subsequent first-year dropout rates were, respectively, 5.6 percent, 7.6 percent, 11.6 percent, and 18.2 percent. A multilevel random coefficient model was fitted to the data. Data from logistic regression analysis and multilevel analysis indicated that students studying certain subjects had significantly different withdrawal rates. There was little evidence of an interaction effect between subjects and entry routes. There were some significant differences among the withdrawal rates of students in the four entry route groups. (Contains 30 references.) (SM)

ED 445 631 HE 033 304

Travers, Nan L.; Sheckley, Barry G.
Changes in Students' Self-Regulation Based on Different Teaching Methodologies.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Institutional Research (40th, Cincinnati, OH, May 21-24, 2000).

Departments. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 57p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Deans; Collegiality; *Curriculum; *Curriculum Development; *Department Heads; Higher Education; Institutional Role; *Instructional Leadership; *Leadership; Leadership Responsibility; Leadership Styles; Research Universities; Teacher Administrator Relationship
IDENTIFIERS- *AIR Forum

This paper examines the role departmental chairs play in curriculum planning, who is chosen to lead the process, the behaviors used, and the complementary or conflicting roles played by other faculty members. Data for the analysis were drawn from interviews with 44 department chairs and 83 faculty in Carnegie classification institutions; these departments were defined as "continuously planning" departments, i.e., they engaged in regular, collaborative, and information-based curriculum planning. The study examined how chairs of such departments viewed their leadership role in curriculum; what contextual variables influence the role department chairs play; and in what kinds of situations do chairs decide to have faculty members provide curriculum leadership. Seven broad categories of self-reported leadership roles were developed from the interview data: facilitator, initiator, agenda setter, coordinator, advocate, sensor, and standard setter. The study found that department size affects the role department chairs play, especially in regard to the undergraduate curriculum when the department also offers graduate programs. Institutional type also affects the type of leadership department chairs provide, with chairs in research and doctoral institutions seeing their primary roles as facilitators and advocates. Curriculum leadership is also influenced by institutional climate that emphasizes curriculum planning, assessment, and other types of strategic planning. (Contains 14 references.) (CH)

ED 445 649 HE 033 339

Milam, John H., Jr.
Cost Analysis of Online Courses. AIR 2000 Annual Forum Paper.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, NY.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Cost Effectiveness; Distance Education; *Educational Technology; Efficiency; *Evaluation Methods; Expenditures; Higher Education; Input Output Analysis; Nontraditional Education; *Online Systems; Open Education; Operations Research; Program Effectiveness; *Resource Allocation; Systems Analysis; Universities

national educational standards, grade specific standards and assessments, new strategies and opportunities, changing roles, resources for educators, and technology and assessment; (10) connecting teachers through professional development, including ISTE (International Society for Technology in Education) recommended competencies for educators, as well as roles and responsibilities of various organizations; and (11) systems and support, including hardware and software, connectivity/network design, physical design, and technical support and systems maintenance. Related World Wide Web sites are listed. (Contains 20 references.) (MES)

ED 445 669 IR 020 269

McDermott, Laurie; Murray, Julie
A Study on the Effective Use and Integration of Technology into the Primary Curriculum.
PUB DATE- 00
NOTE- 77p.; Master's Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Computer Assisted Instruction; Computer Attitudes; *Computer Uses in Education; Curriculum Development; *Educational Technology; Grade 1; Grade 2; Instructional Effectiveness; Primary Education; School Surveys; Teacher Attitudes
IDENTIFIERS- Access to Technology; *Technology Integration

This report details a plan to effectively integrate technology into the classroom. The targeted population consisted of one first grade class and one multi-age first and second grade class housed in a K-2 building. The school is located in a middle class suburban city in the Midwest. Although technology was readily available in the school, its non-effective use was documented by teacher surveys, student self-assessments, technology sign-out sheets and a classroom computer use checklist. Analysis of the probable cause indicated that classroom computers were not used regularly, nor were teachers comfortable integrating technology into the curriculum. Due to the lack of ongoing teacher training, teachers felt ill prepared to integrate technology into the curriculum. This situation had an adverse effect on students who therefore were not receiving opportunities to use the available technology to its fullest potential. A review of the literature combined with a year long technology integration class suggested that ongoing teacher training is essential to changing philosophies and increasing the comfort level of teachers. Regular in-classroom access to technology is critical to increasing its effectiveness with students. Post intervention data indicated that the students' ability to use technology as an effective tool for learning was greatly increased. Although targeted students scored higher on the self assessment rubric than non-targeted students, more research is necessary to determine whether the improved technology skills are a result of the intervention. Appendices include the teacher survey, student self evaluation survey, engaged learning framework for Native American unit, and student work samples. Contains 28 references. (Author/MES)

ED 445 670 IR 020 352

Helping Schools Make Technology Work: Managing Information research is needed to determine ICT's effectiveness in supporting learning outcomes for predegree and vocational qualifications and to determine the interplay of cultural factors, personal identity, ICT, and lifelong learning. (Contains 28 references.) (MN)

ED 445 188　　　　CE 080 630

Freeland, Brett
Demands of Training: Australian Tourism and Hospitality.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Developed Nations; Disadvantaged; Education Work Relationship; Educational Needs; Educational Research; *Employment Qualifications; Foreign Countries; *Hospitality Occupations; *Individual Characteristics; Job Skills; *Job Training; Outcomes of Education; Postsecondary Education; Qualitative Research; School Business Relationship; Secondary Education; *Tourism; Unemployment; *Vocational Education
IDENTIFIERS- *Australia; Australia (Queensland); Australia (South Australia); Australia (Victoria)

Qualitative research was conducted as part of a four-industry project studying operation of training markets, one of which was Australian tourism and hospitality (T&H). Semi-structured interviews were conducted with 23 individuals representing stakeholder groups. Interviews were conducted across Queensland, Victoria, and South Australia and discussed 3 levels of training: entry, vocational education and training (VET) for workers, and VET for unemployed and disadvantaged. Findings were that policymakers and stakeholders generally believe increased training will lead to increased profitability for the T&H industry; T&H enterprises do not greatly value formal training acquired by individuals prior to employment; enterprises go to considerable effort to ensure that persons they employ have the necessary personal attributes to contribute to success of the enterprise; and the extent and type of training conducted by enterprises within the T&H industry has shifted. The study concluded the characteristics of the enterprise contribute to variation in skill requirements and training methods; prevocational training and attainment of qualifications are important for only some sections of the T&H industry; personal skills and attributes are more important than technical skills for people wanting to enter the T&H workforce; and flexible training arrangements are required if the T&H industry and enterprises are to continue to develop. (Contains 13 references.) (YLB)

ED 445 189　　　　CE 080 631

Billett, Stephen; Hayes, Sharon
Meeting the Demand. The Needs of Vocational Education and Training Clients: An Overview.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Clerical Occupations; Developed

who may require many types of services and interventions. The brief provides an overview of the following topics: supportive work environment, effective use of community connections, support services, staffing, space, and funding. Examples from successful programs are provided. A list of 25 references and 8 resource contacts is included. (KC)

ED 445 205   CE 080 660

Kramer, Fredrica D.
The Hard-To-Place: Understanding the Population and Strategies To Serve Them.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; Edna McConnell Clark Foundation, New York, NY.; Ford Foundation, New York, NY.; Foundation for Child Development, New York, NY.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; Adults; Compliance (Legal); Demonstration Programs; Disadvantaged; *Education Work Relationship; *Employment Programs; Federal Legislation; Federal Programs; *Job Placement; Job Training; Models; *Policy Formation; Postsecondary Education; *Public Policy; Unskilled Workers; *Welfare Recipients
IDENTIFIERS- *Temporary Assistance for Needy Families; Welfare Reform; Welfare to Work Programs

This publication, one of a series designed to help policymakers and TANF Temporary Assistance for Needy Families agency personnel, offers a baseline for understanding the challenge of serving persons who are being forced off welfare roles but who are hard to place in employment. The following topics are covered: (1) policy issues (who should be considered hard to place?; interaction of work requirements and time limits for the hard-to-place; effect of sanctions policies on the hard-to-place; and use of exemptions and other work alternatives for the hard-to-place); (2) research findings (prevalence of potential employment barriers; relationship to work); (3) program options (assessment tools; staffing; service options; funding options); and (4) innovative practices (special needs; post-employment strategies; and comprehensive models). A list of 14 resource contacts and 18 publications is included. (KC)

ED 445 206   CE 080 661

Cohen, Marie
Work Experience and Publicly-Funded Jobs for TANF Recipients.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; Edna McConnell Clark Foundation, New York, NY.; Ford Foundation, New York, NY.; Foundation for Child Development, New York, NY.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; Adults; Compliance (Legal); Demonstration Programs; Disadvantaged; *Education Work Relationship; *Employment Programs; Federal Legislation; Federal Programs; Job Placement; Job Training; Models; *Policy

through an analysis of existing studies and visits to the main stakeholders in the countries. Some of the main conclusions reached by the study of Cyprus are the following: (1) Cyprus is a rapidly developing country that must face changes in its education and employment systems; (2) the country needs to improve the overall attractiveness of the vocational and education training system in order to secure a balanced and transparent structure of qualifications within an overall coherent vocational training system; (3) while unemployment rates are low, the labor market situation is characterized by a relatively high level of graduate unemployment; and (4) the field of continuing and further vocational education and training is well established. Main recommendations of the study include internal restructuring and modernization of both initial and continuing vocational institutions, improving the quality and status of secondary technical and vocational education, improving and modernizing teaching methods and assessment approaches, and improving national policy-making capacities for the implementation and monitoring of European programs. (Contains 29 references.) (KC)

ED 445 223   CE 080 692

An Overview of Vocational Education and Training in the Hashemite Kingdom of Jordan.
PUB DATE- 99
NOTE- 58p.; For related overviews, see CE 080 691-694.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Developing Nations; Economic Development; *Education Work Relationship; Educational Change; *Educational Improvement; *Educational Needs; Educational Philosophy; *Educational Policy; Employment Qualifications; Foreign Countries; Government School Relationship; International Educational Exchange; Modernization; National Surveys; Postsecondary Education; School Business Relationship; Secondary Education; *Technical Education; *Vocational Education
IDENTIFIERS- *Jordan

Data for studies of vocational education and training systems in the Hashemite Kingdom of Jordan and five other countries in the region were gathered through an analysis of existing studies and visits to the main stakeholders in the countries. Some of the main conclusions reached by the study of Jordan include the following: (1) with a high commitment in Jordan for a reform of the vocational education and training system as part of an overhaul of the entire human resources development system, the reform of the vocational education and training system has already become an integral part of the Education Reform Program that started in 1988; (2) international donors have played an important role in financing educational expenditures in Jordan; (3) support from the Canadian government has helped to identify problems in the current vocational education and training system, and a reform policy has been created and steps toward implementation have been taken; and (4) the reform of the Training Centers catering to basic school drop-outs has only just begun and the development of a Continuing Vocational Training system has hardly begun at all. Recommendations include improving the lower and middle segments of the occupational qualification structure, implementing an apprentice system, and developing a mechanism for interface between industry and the educational establishment. (Contains 24 references.) (KC) create individualized lesson plans); (2) supportive climate (the classroom's climate is informal, the program features an off-campus location and shorter-than-normal hours, and teacher patronage and advocacy are central to the program); and (3) alternative opportunities (FutureWorks gives students opportunities to accomplish their goals by traveling an alternative path, and it is designed to make students feel valued and respected). Students requested that more enrichment materials be included in FutureWorks. Students discounted many elements of FutureWorks that the instructor thought would be important (for example, no dress code). (MN)

ED 445 241   CE 080 716

Spradling, Tina
Inmate Perspectives on Classroom Technology. Practitioner Research Briefs, 1999-2000 Report Series.
SPONS. AGENCY- Virginia Association of Adult and Continuing Education, Charlottesville.
PUB DATE- 00
NOTE- 5p.; For related documents, see: ED 435 207 and CE 080 713-720.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Action Research; Adult Basic Education; *Adult Learning; Adult Students; Classroom Research; Classroom Techniques; *Computer Uses in Education; *Correctional Education; *Educational Technology; High School Equivalency Programs; *Prisoners; *Student Attitudes; Teacher Attitudes; Teacher Researchers; Vocational Education
IDENTIFIERS- General Educational Development Tests; Virginia; 353 Project

An adult educator at an all-male maximum-security correctional center in Virginia conducted a research project to learn her students' attitudes toward the computers that had recently been introduced in their classroom. She used the following data collection tools and activities: a nine-question survey that was administered to the students in all four periods that she taught; opinion essays that students wrote on technology uses in the classroom; one-on-one interviews with five students with differing attitudes toward computers; interviews with one academic instructor and one vocational instructor at the correctional center; and a journal in which she noted her observations of the students for 2 months. Most students liked the computers because they made learning easy, provided instant feedback, and allowed students to experience the joy of independent learning and build bridges to the future. Although most students enjoyed using computers, they also felt limited because they had to use "canned" programs and because security restrictions made it impossible for them to use the Internet. Many students also requested more training on computers to increase their comfort with the machines. The teacher has since developed personalized goal sheets to give students who opt to use computers more direction in doing so. (MN)

ED 445 242   CE 080 717

Barton, Sue
Investigating the Implementation of Student Orientation in an Adult Basic Education Program. Practitioner Research Briefs, 1999-2000 Report Series.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Adult Education Services.; Virginia Association of Adult and

This document, which replaces the 1985 national guidelines for emergency medical technician (EMT) continuing education (CE), presents guidelines for designing, implementing, and evaluating CE for EMTs. The introduction explains the process used to develop the revised guidelines. Section 1 discusses the following competency assurance principles underlying development of the revised curriculum: (1) assessment of practice outcomes; (2) assessment of potential to practice; and (3) assessment of professional qualities. Justifications for assessing each item and recommended evaluation methods are also presented. Section 2 details the roles played by state emergency medical services offices and the National Registry of Emergency Medical Technicians in developing and operating emergency medical services (EMS) and in training and certifying EMTs. Section 3 describes the following mechanisms for competency assurance: (1) needs assessment; (2) assurance of knowledge (structured CE, refresher programs, lecture programs and conferences, nationally recognized CE courses, approved self-study, case reviews, grand rounds, sentinel event review, directed studies, teaching); and (3) assurance of skill proficiency (field performance evaluation; hospital clinical performance evaluations; skills workshops; performance examinations; integration of new technology, procedures, protocols, and products; evaluation of educational programs). The bibliography lists 29 references. A table detailing advanced-level EMS provider recommended hours of CE is appended. (MN)

ED 445 260 CE 080 750

Making Standards Work! History. A Teacher's Guide to Contextual Learning: Integrating Academic Content Standards with Career Development and Workplace Competencies.
PUB DATE- 00
NOTE- 115p.; Developed and edited by Susan McAlonan, Pat Longo, Heather Hotchkiss, Kelli Roark and Joy Fitzgerald. For related guides, see ED 425 329 (Mathematics), ED 431 761 (Reading and Writing), and CE 080 647 (Science).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Adjustment (to Environment); Career Development; *Career Education; Classroom Techniques; Communication Skills; Competence; Competency Based Education; Context Effect; Cultural Pluralism; Delivery Systems; *Education Work Relationship; Educational Environment; Educational Practices; Educational Principles; Elementary Secondary Education; Employment Potential; Employment Qualifications; Evaluation Methods; Guidelines; *History Instruction; Information Utilization; *Integrated Curriculum; Interpersonal Competence; Leadership; Matrices; Partnerships in Education; Performance Based Assessment; Performance Factors; Personality Traits; Scoring Rubrics; Self Actualization; Speci *Colorado; *Contextual Learning; Contextualized Instruction; Integrated Contextual Learning
IDENTIFIERS- *Colorado; *Contextual Learning; Contextualized Instruction: Integrated Contextual Learning

This document, which is intended for Colorado teachers responsible for teaching history to students in grades K-12, explains how to use the principles of contextual learning to integrate academic content standards with career development and workplace competencies. The introduction discusses the guide's purpose, the role of standards and assessments in the

Practices; *Educational Research; Employer Attitudes; Foreign Countries; Human Capital; Instructional Materials; *Integrated Curriculum; Labor Force Development; Learning Modules; *Literacy Education; Material Development; Mentors; National Curriculum; Numeracy; Politics of Education; School Business Relationship; *Theory Practice Relationship; Vocational Education

IDENTIFIERS- Australia; Grassroots Efforts; Impact Studies; *National Training Packages (Australia); Social Capital

This document contains 10 papers about and from a national forum that was conducted by the Adult Literacy and Numeracy Australian Research Consortium (ALNARC) to gather various perspectives on the inclusion of literacy and numeracy standards in Australia's national training packages and to discuss research about the implementation of training packages that have been developed with consideration for literacy and numeracy standards. The following papers are included: "Introduction: Literacy in VET (Vocational Education and Training) and Literacy in the Community: ALNARC's Research Challenge" (Jill Sanguinetti); "Literacy in Training Packages: An ANTA (Australian National Training Authority) Perspective" (Rob Bluer); "Literacy in Training Packages: An Industry Perspective" (Bob Paton); "Literacy in Training Packages: A Registered Training Organisation (RTO) Perspective" (Linda Wyse); "Literacy in Training Packages: A Registered Training Organisation (RTO) Perspective" (Rhonda Raisbeck); "Reflections on Literacy, Workplaces and Training Packages" (P.J. Waterhouse); "The Implementation of Training Packages: Critical Perspectives on Language, Literacy and Numeracy in Training Packages" (Damon Anderson); "The Politics and Practicalities of Grassroots Research in Education" (Marie Brennan); "Sleight of Hand: Literacy, Social Capital and Social Disadvantage" (Ian Falk); and "Mentoring in Practitioner-Based Research" (John Wilson). Two papers include substantial bibliographies. (MN)

ED 445 277   CE 080 793

Trenerry, Ruth

Investigating Literacy Language & Numeracy in Training Packages. Report on the South Australian Program.

SPONS. AGENCY- Australian National Training Authority, Brisbane.; Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.

PUB DATE- 00

NOTE- 53p.; For related reports by the same preparing institution, see CE 080 790-797.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Standards; Access to Education; Adult Basic Education; Adult Learning; Adult Literacy; Articulation (Education); Case Studies; Competence; Competency Based Education; Curriculum Development; Delivery Systems; Education Work Relationship; Educational Practices; Educational Quality; Foreign Countries; Fused Curriculum; Higher Education; *Horticulture; *Instructional Effectiveness; Instructional Materials; *Integrated Curriculum; Labor Force Development; Learning Modules; *Literacy Education; Literature Reviews; National Curriculum; *Numeracy; Outcomes of Education; Questionnaires; Staff Development; Student Attitudes; Teacher Attitudes; Teacher Student Relationship; Training Methods; * Australia (South Australia); Impact Studies; *National Training Packages (Australia)

IDENTIFIERS- Australia (South Australia); Impact Studies;

(2) the industries should improve self-regulatory system compliance at the retail level; and (3) the industries should increase parental awareness of the ratings and labels. A separate book includes 11 appendixes. (Author/JDM)

ED 445 295 CG 030 346

Grotsky, Lynn; Camerer, Carol; Damiano, Lynn
Group Work with Sexually Abused Children: A Practitioner's Guide.
PUB DATE- 00
NOTE- 313p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Development; Adolescents; *Child Abuse; Child Development; Children; Emotional Abuse; Family Problems; *Group Therapy; Individual Counseling; Intervention; Outcomes of Treatment; Psychological Needs; *Sexual Abuse; *Teaching Guides

Sexual assault is a trauma that affects the entire family as well as the individuals involved. It is a social disease that alters human development and the ability to relate to others. Without treatment, the effects of abuse can progressively undermine and overwhelm all areas of both the abused individual's and the family's functioning. This book is written for anyone (i.e., mental health therapist, advocate, school counselor, clergy) trained to facilitate support or therapy groups for sexually abused children. It is intended to be used with group work but most of the exercises can use when working with children in individual therapy. Following an Introduction and Orientation to Group Work, the book offers chapters on group exercises in the following areas: Safety and Trust; Self-Esteem; Internal and External Boundaries; Dynamics of Sexual Abuse; Trigger Response; Healthy Body Image; and Closing Exercises. In each exercise chapter, there is an introduction as to why a particular goal is an important focus when working with sexually abused children. At the end of each exercise is a section headed "Hints" which includes information about what to do if participants are not responding or if there are other ways to do the exercise. Appendix One is Sample of Group Outlines. (Contains 26 references.) (Author/JDM)

ED 445 296 CG 030 347

Rose, Steven R.
Group Work with Children and Adolescents: Prevention and Intervention in School and Community Systems. Sage Sourcebooks for the Human Services, Volume 38.
PUB DATE- 98
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Children; Decision Making Skills; Family Problems; *Group Counseling; Group Therapy; Individual Counseling; Intervention; Peer Relationship; Prevention; Problem Solving; Psychological Needs; *Social Support Groups; Systems Approach

Instruction UT; Program Characteristics; Reading Recovery Projects

This paper describes five promising remedial reading intervention programs. Each program has its own strengths and weaknesses, but all show evidence of high standards, effectiveness, replicability, and support structures. Direct Instruction is a highly structured instructional approach, designed to accelerate the learning of at-risk students. Early Steps is an early intervention/tutorial program in reading and language arts for first-grade students who are at risk for reading failure. Exemplary Center for Reading Instruction is designed to improve students' ability to read, understand and communicate in English. The Lindamood-Bell method is designed for students with reading disabilities who also have unreliable auditory perceptions, teaching alternate ways to perceive various sounds that make up words in the English language. Reading Recovery is a one-on-one tutorial for first graders who perform at or below the 20th percentile in reading. Contains 39 references and 5 tables of data. Selected resources and contact information is presented for each program. (EF)

ED 445 316 CS 014 086

Thompson, G. Brian
A Theory of the Fundamentals of Beginning Reading Acquisition.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Joint Meeting of the Australian Association for Research in Education/New Zealand Association for Research in Education (Melbourne, Victoria, November 29-December 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Early Childhood Education; Emergent Literacy; *Reading Processes
IDENTIFIERS- Alphabetic Principle; *Phonological Recoding; *Reading Theories

This paper contends that there is a range of converging evidence that beginning readers use the implicit lexicalized form of phonological recoding, as claimed by the knowledge sources theory. To reinforce the contention, the paper first discusses the alphabetic principle and theories of beginning reading and then considers lexicalized phonological recoding in the knowledge sources theory. It then questions whether there is empirical research evidence about this claim of the knowledge sources theory and answers by citing findings from several studies of beginning readers which support the theory. The paper concludes that the knowledge sources theory explains how beginning readers can progress in very diverse instructional environments and that the knowledge sources theory provides an expanded view of children's acquisition and use of the alphabetic principle. Contains 15 references. (NKA)

ED 445 317 CS 014 088

Raban, Bridie; Ure, Christine
Literacy in the Preschool.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)

How do readers respond to those characters? Only a few books were found (13) that feature characters with visual impairments, and the portrayal of characters varies considerably. A.B. Heim (1994) established five criteria on which to evaluate books that depict mentally disabled characters, and these criteria are relevant for evaluating characters with visual impairments. Most of the books present characters who are adventitiously blind and whose blindness is finally cured, a situation which does not usually occur in real life. Teachers can use the following question checklist when evaluating a young adult book in which a character with a visual impairment is portrayed: (1) Does the book have characters who are congenitally visually impaired, both characters with low vision and characters who are blind?; (2) Does the book have a character with low vision?; (3) Does the book have characters who attend public school and have contemporary teenage experiences?; (4) Does the book have characters who are facing issues specific to teenagers with visual impairment in the 21st century?; (5) Does the resolution involve a cure for the visual impairment?; (6) Do the families and peers of the character with visual impairment act realistically toward that character?; and (7) Do the families and teachers expect the visually impaired character to be a successful independent person? (Contains a table, a 13-item annotated bibliography, and 9 references.) (NKA)

ED 445 338   CS 217 249

Deans, Thomas
Writing Partnerships: Service-Learning in Composition.
PUB DATE- 00
NOTE- 297p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Discourse Communities; English Instruction; High Schools; Higher Education; Interdisciplinary Approach; Literacy; *Rhetoric; *Service Learning; *Writing Instruction
IDENTIFIERS- Critical Pedagogy; *Writing Contexts

This book constitutes the first comprehensive overview of service-learning in composition studies and should be of particular interest to educators at the high school through university levels who want to combine writing instruction with community action. In the book college-level case studies are woven into discussions of how service-learning relates not only to first-year, upper division, and technical writing courses, but also to critical pedagogy, writing across the curriculum, ethics, and literacy. Chapters in the book are: (1) English Studies and Public Service; (2) Service-Learning Writing Initiatives in Context; (3) Writing for the Community: "Real-World" Writing, Nonacademic Literacies, and Writing in Sport Management; (4) Writing about the Community: Critical Pedagogy, Academic Literacy, and First-Year Composition; (5) Writing with the Community: Social Cognitive Rhetoric, Intercultural Discourses, and the Community Literacy Center; and (6) Prospects for Service-Learning in Composition. Contains approximately 250 references. Appendixes contain descriptions of more than 60 writing-centered service-learning courses and programs, as well as a sample syllabus, student writings, and a list of resources for service-learning teachers and administrators. (NKA) and interpreting the script, and staging the play. (EF)

ED 445 358 CS 510 374

Annarella, Lorie A.
Using Creative Drama in the Writing and Reading Process.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Communication Skills; *Drama; Elementary Education; *Imagination; *Language Arts; *Reading Instruction; *Writing Instruction
IDENTIFIERS- *Guided Imagery

New lines of understanding and self expression are two facets of drama which are useful in teaching reading and writing. Techniques of creative drama offer an engaging way of enforcing writing process concepts. Drama can be a vehicle to get listening, speaking, reading and writing to interact in a creative and holistic way. Curricular objectives in using creative drama include developing creativity, inventiveness, curiosity, questioning skills and self-perception. Guided imagery is one dramatic technique which can be used as a prereading experience, a prewriting or brainstorming experience, as the beginning of the writing process, and to develop listening and speaking skills. Steps in guided imagery include: (1) breathing exercises; (2) setting the stage; (3) use of words suggesting the 5 senses; and (4) debriefing. Allowing students to use their imaginations through guided imagery can foster new ideas, which aids the development of communication skills, both oral and written. Contains 11 references. (EF)

ED 445 359 CS 510 386

Plopper, Bruce L.; McCool, Lauralee
Twenty-Five Years of the Fuzzy Factor: Fuzzy Logic, the Courts, and Student Press Law.
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, AZ, August 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Litigation; Elementary Secondary Education; *Freedom of Speech; *Language Usage; *Public Schools; *Scholastic Journalism; *Student Publications; Student Rights
IDENTIFIERS- Case Histories; *Fuzzy Logic; Legal Research

A study applied the structure of fuzzy logic, a fairly modern development in mathematical set theory, to judicial opinions concerning non-university, public school student publications, from 1975 to 1999. The study examined case outcomes (19 cases generated 27 opinions) as a function of fuzzy logic, and it evaluated interactions between fuzzy logic and the following factors: court level, materials involved, administrative action taken, and chronology of decision. Findings show that in general, courts using fuzzy logic favor administrators, while courts avoiding fuzzy logic favor students. Future research might examine (1) non-university public school student press cases from the early 1960s to the mid-1970s; (2) university into four broad sections: School-Wide Activities; Learning about Conflict; Communication Activities; and Conflict Management across the Curriculum. (NKA)

ED 445 379 CS 510 417

Frisby, Cynthia M.
Black Like Me: How Idealized Images of Caucasian Women Affect Body Esteem and Mood States of African-American Females.
PUB DATE- 00
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, AZ, August 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Black Students; Comparative Analysis; *Females; Higher Education; *Mass Media Effects; *Mass Media Role; Research Needs; Self Esteem; *Undergraduate Students
IDENTIFIERS- African Americans

Using the theory of social comparison, the present research explores how exposure to idealized images of physically attractive Caucasian women affects and changes the self-reported esteem levels of African-American undergraduate students. Though research reveals that the number of portrayals of African-Americans in ads is growing, little if any research has explored how images and advertisements influence behaviors and attitudes toward advertising images and messages. A sample of African-American females was surveyed on body esteem and other self-perception variables. The sample was then later exposed to 18 images of physically attractive females after which a second measure of body esteem was assessed. Unlike Caucasian females, data show that self-esteem levels for this African-American sample of females were relatively unaffected and changed after exposure to idealized images of physical attractive, thin, beautiful Caucasian models. Theoretical implications are discussed with respect to future research in the area of racial issues and mass media effects. (Author/RS)

ED 445 380 CS 510 419

Nance, Teresa; Mackey-Kallis, Susan
Can't You Just Talk to Them? Small Group Work in a Senior Thesis Course.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the National Communication Association (83rd, Chicago, IL, November 19-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; College Seniors; *Conflict Resolution; *Cooperative Learning; Higher Education; Instructional Effectiveness; *Small Group Instruction; *Student Projects; Student Research; Theses
IDENTIFIERS- *Capstone Courses; *Small Group Communication; Villanova University PA

At Villanova University, the Senior Projects Course is designed to serve as a capstone course. Students are required to integrate the pieces of the discipline acquired from previous course work into a comprehensive, fully developed research school facilities by Congress and the City Council, until conditions required Congressional appropriations. In the year 2000, Congress again intervened and the structure of the board was placed on a referendum. (RJM)

ED 445 401 EA 030 607

Santmire, Toni E.; Giraud, Gerald; Grosskopf, Kristin
An Experimental Test of Constructivist Educational Environments.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); *Demonstration Programs; *Educational Environment; *Educational Innovation; Experimental Programs; Middle School Teachers; Middle Schools; Program Evaluation; Secondary Education

This paper examines educational environments that promote learning and explores the ways that such environments produce differentially positive results. It is based on a study that investigated the effects of a theoretically based social-constructivist approach to education, in contrast to the more classroom-based "abstract" instruction used in middle-school environments. Ten middle-school teachers participated in the study. The teachers met over the summer and designed service-learning projects in which they wanted to be involved and in which they thought students would be interested. The teachers reported that project-based instruction afforded an opportunity for students to succeed where they might not have in a traditional classroom. Teachers learned personal things about students, how students approached tasks, students' level of understanding, and students' existing knowledge about the content areas of the school curriculum. The results show that students who were involved in projects achieved higher gains in standardized test scores than did students in the control group, despite 20 percent less academic instructional time, suggesting that student involvement in projects during the school day enhanced their performance. Students who were already achieving at high levels also benefited from the project. (Contains two tables of data and four references.) (RJM)

ED 445 402 EA 030 608

Dorfman, Diane
Talking Community: The Dialogue Workbook. Strengthening Community Education: The Basis for Sustainable Renewal.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 41p.; Adapted from "Linking Rural Schools and Communities for Sustainable Change: Where do We Begin?"
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication Skills; *Community Education; Elementary Secondary Education; Group Discussion;

Interagency Council on Early Childhood Intervention. Sunset Staff Report, 1998.
PUB DATE- 98
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Agency Cooperation; Coordination; Delivery Systems; *Disabilities; Early Childhood Education; *Early Identification; Financial Support; Infants; *Organizational Change; *Policy Formation; *Program Improvement; Toddlers

This report contains recommendations from the Sunset Advisory Commission for the Interagency Council on Early Childhood Intervention (ECI) in Austin, Texas. The Commission review of ECI focused on maximizing the resources of the existing service delivery system to improve the quality of services and to provide services to more children and their families. Recommendations include: (1) modify ECI's current method of purchasing early intervention services to ensure the state receives the best value for its dollars; (2) tap additional funding sources to allow ECI services for more children; (3) ensure the council is meeting statutory objectives through a reassessment of its service delivery system; (4) strengthen accountability for public funds through improved performance monitoring; and (5) decide on continuation of the Interagency Council of Early Childhood Intervention as a separate agency after completion of Sunset reviews of all health and human services agencies. Background information is provided for each recommendation, along with the change in statute needed, management action needed, and fiscal impact. The document closes with across-the-board recommendations and a description of the history and activities of ECI. Appendices include a list of relevant federal and state statutes and services under the MCI Medicaid program. (CR)

ED 445 422 EC 308 026

Smutny, Joan Franklin
Teaching Young Gifted Children in the Regular Classroom. ERIC Digest E595.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Ability Identification; *Academically Gifted; Classroom Design; Curriculum Design; Educational Environment; *Inclusive Schools; Parent Teacher Cooperation; Portfolio Assessment; Preschool Education; Primary Education; *Talent Development; Young Children
IDENTIFIERS- ERIC Digests

This ERIC digest discusses strategies for recognizing and nurturing giftedness in young children in the regular classroom. It begins by describing giftedness and providing a list of characteristics common in gifted four-, five-, and six-year-olds. The use of portfolios for identifying giftedness is discussed, along with the benefits of consulting with parents. General principles of teaching young gifted children are then which involved training and skills development, focusing on educational trends that have been successful in the social integration of individuals with deaf-blindness. Activities to promote parental involvement included provision of increased opportunities for parents to benefit from direct technical assistance and workshops. A flyer, program brochure, and functional assessment documents presented in Spanish are included. (CR)

ED 445 441 EC 308 045

Parent's Role in Transition to Adult Life.
PUB DATE- 99
NOTE- 6p.; The development and printing of this material was supported entirely by federal funds appropriated in accordance with the IDEA.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Delivery Systems; *Disabilities; Education Work Relationship; Educational Planning; *Federal Legislation; High Schools; *Individualized Education Programs; *Parent Participation; *Parent Role; Services; *Transitional Programs
IDENTIFIERS- *Individualized Transition Plans; Missouri

This brochure discusses the role of Missouri parents in the transition of students with disabilities from high school to adult life. It begins by outlining the requirements of federal legislation for transition planning and transition services. A question-and-answer format follows that addresses the beginning of transition planning at age 14 or younger, transition planning as part of the Individualized Education Program (IEP) process, parental preparation for discussing transition in the IEP meeting, notification of parents of IEP meetings to discuss transition, and required participants at the transition IEP meeting. The last part of the brochure describes what should be discussed at the transition IEP meeting, including instruction, related services that students may need to benefit from or have access to transition services, community experiences, employment and other post-school adult living activities, daily living skills, and functional vocational evaluation. Parental resources on transition are listed. (CR)

ED 445 442 EC 308 046

Bergert, Susan, Ed.
The LCCE Insider, 1998-1999.
PUB DATE- 99
NOTE- 14p.; Published three times a year. For previous issues see ED 417 525.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aggression; Behavior Disorders; Behavior Modification; *Career Education; Community Programs; Cooking Instruction; *Curriculum Design; *Daily Living Skills;

were compared to 24 children at a school where the intervention was not initiated. The study employs a quasi-experimental longitudinal design with data collected on the youth at the beginning of the study, as well as 12 and 18 months after the study was initiated. Initial results from the study indicate no significant differences between the experimental and control site at the point of baseline data collection and that descriptive characteristics of the children were similar to those found in national studies of children who have emotional and behavioral disabilities. The project has demonstrated that it is possible to bring together families, school staff, and community agencies to develop a comprehensive plan to help children who have emotional disturbances. (Contains 13 references.) (CR)

ED 445 461   EC 308 068

Treder, David; Kutash, Krista; Duchnowski, Albert J.; Calvanese, Pamela Kelly; Robbins, Vestena; Oliveira, Brian; Black, Marsha
School and Community Study: Exemplary School Models and Student Outcomes over Time.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 4p.; In: The Annual Research Conference Proceedings, A System of Care for Children's Mental Health: Expanding the Research Base (12th, Tampa, FL, February 21-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Behavior Disorders; Behavior Modification; Consultation Programs; *Educational Change; Elementary Secondary Education; *Emotional Disturbances; Institutional Characteristics; *Outcomes of Education; School Effectiveness; *School Restructuring; Teacher Collaboration

This report discusses the activities and outcomes of a study that investigated the effects of social service reform, school restructuring, and special education reform for children and youth with emotional and behavioral disabilities. The study involved 116 caregivers of students (ages 8-14) with emotional or behavioral disabilities served in a special education program. Successful school-based models were identified through a multi-method site selection process, consisting of a national call for nominations, an examination of responses to two surveys, and a site visit. These methods resulted in 10 schools participating in the study. Characteristics of successful school programs were: (1) governance referred to the degree of decentralization of authority from the district to the school building level; (2) curriculum and instructional reform was reflected by innovative techniques and models to improve the instruction of children in both regular and special education classrooms, including multi-age grouping, instructional teams, and consultative-collaborative models of special education; (3) standardized tests were used in addition to criterion-referenced tests to measure outcomes; (4) high levels of parent involvement; and (5) use of pro-social discipline. After 12 months of participation, students showed an increase in achievement and a decrease in problem behavior and functional impairment. (CR)

Child-Centered School Funding. Arizona Issue Analysis.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- Educational Facilities Improvement; *Educational Finance; Elementary Secondary Education; *Private School Aid; *Public Schools; State Aid
IDENTIFIERS- Arizona

This report argues, using Arizona as an illustration, for a market-based school funding paradigm characterized by per-pupil allocations that follow each student to the school of their choice. The report explains what is wrong with the current system, compares the market-based approach to others that have been proposed, and demonstrates how per-pupil funding works in the real world. It argues that the absence of a link between school facilities and educational quality has led to undisciplined costs that will ultimately lead to unsustainable debt. The debate over standards should focus on dollars, not facilities, with the role of the state being as fund provider and letting public school officials to make decisions about facilities. It suggests that the best way to establish the per-pupil dollar standard is to determine how much funding it takes to entice private providers of public education to enter the market. It argues that this dollar amount would allow the vast majority of existing school districts to build new facilities and renovate old ones on a pay-as-you-go basis. Finally, it suggests that public schools should be allowed to seek funding beyond the state provided amount on a voluntary basis. (GR)

ED 445 480 EF 005 407

Moore, Robin C.
Plants for Play: A Plant Selection Guide for Children's Outdoor Environments.
PUB DATE- 93
NOTE- 121p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Landscaping; Pesticides; *Plant Identification; *Plants (Botany); *Playgrounds

This book presents guidelines in the design and management of children's landscapes and reveals the importance of plants as a resource for play and child development. It identifies plants by function, i.e., their sensory values, play values, food production, seasonal interest, shade quality, screens against natural barriers, wildlife enhancement, erosion control, and drought tolerance. Poisonous plants and pesticides are addressed, as is information on plant hardiness by geographic location. An index of plant names is included. Contains a 17-item bibliography. (GR)

ED 445 481 EF 005 410

Layzell, Julie; Rogers, Nicola; Flatt, Graham
A Legacy of Us: Maintaining & Managing Your School Grounds with

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Playgrounds; *Public Facilities; *Safety; *Surveys
IDENTIFIERS- *Playground Design; *Playground Equipment

This paper presents data concerning public playgrounds that shows a majority of American playgrounds pose hidden threats to children. It reveals that 1) 80 percent of the 1,024 playgrounds surveyed lacked adequate protective surfacing; 2) 31 percent of slides and climbing equipment surveyed did not have an adequate fall zone; 4) 48 percent of playgrounds had climbers and 36 percent had slides where height of the play equipment is greater than 6 feet; 5) 13 percent of playgrounds with swings had swing seats that are made of wood, metal, or other rigid material that increases injury severity; 6) 27 percent of playgrounds with swings had some swings that were either too close together or too close to swing supports; 7) 34 percent of playgrounds improperly sized openings in the play equipment posing a head entrapment threat; 8) 38 percent of playgrounds had small gaps, open S-hooks and other protrusions posing clothing entanglement threats; 9) 38 percent of playgrounds had unacceptable dangerous equipment, such as chain or cable walks and animal swings; and 10) 47 percent of all playgrounds had peeling, chipped, or cracking paints on equipment surfaces. Recommended corrective actions are offered. (Contains 10 endnotes.) (GR)

ED 445 507 EF 005 793

Erdreich, John
Classroom Acoustics. IssueTrak: A CEFPI Brief on Educational Facility Issues.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acoustic Insulation; *Acoustical Environment; *Acoustics; *Classroom Environment; Climate Control; Educational Facilities Improvement; Elementary Secondary Education; Public Schools

This report examines the problem of acoustic inadequacy in the classroom, how it affects students and teachers, and possible solutions. It explains how to predict classroom adequacy for communication by assessing the level of speech in competition with other noise, and the level of that competing noise itself in terms of reverberation that allows sound buildup. How classroom adequacy for communication can be calculated is explained along with the calculation of the Articulation Index in relation to heating and ventilation system noise. Final comments provide recommended approaches to new designs or retrofits. (GR)

ED 445 508 EF 005 794

Riley, Richard W.
School Construction and Design. IssueTrak: A CEFPI Brief on Educational Facility Issues.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

coming rapidly in conversation. This book seeks to explain how the brain accomplishes all that it does. Using a top-down modeling strategy, it charts relationships among words and other products of the brain's linguistic system to reveal the properties of that system. Going beyond earlier linguistics, it sets three plausibility requirements for valid neurocognitive theory: operations, developmental, and neurological. It must show how the linguistic system can operate for speaking and understanding, how it can be learned by children, and how it can be implemented in neural structures. Unlike theories that leave linguistics isolated from science, it builds a bridge to biology. The book is divided into 18 chapters, and includes an epilogue, appendix, notes, extensive scholarly references, and an index. (Author/KFT)

ED 445 529 FL 026 402

Tatsuki, Donna
Developing Film Study Guides.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audiovisual Instruction; Check Lists; Classroom Techniques; *Film Study; *Guides; Lesson Plans; *Second Language Instruction; Second Language Learning; Teaching Methods

Popular films can be used successfully in a wide range of language, content, and culture classes. Creating support materials in order to use a movie in such a class is an enormous task, but with careful planning it can be broken into four manageable components: contemplation, selection, segmentation, and construction. This brief paper provides a step-by-step guide to selecting, securing, showing, and developing a productive lesson plan based on a popular film. Copyright issues are explained. One table and three references are included. An appendix--Developers' Checklist--is also attached. (Author/KFT)

ED 445 530 FL 026 403

Biesenbach-Lucas, Sigrun; Weasenforth, Donald
Could We Talk? Pragmatic Variations in Student-Professor Negotiations.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (Vancouver, BC, Canada, March 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Mediated Communication; Cultural Differences; Electronic Mail; *English (Second Language); Foreign Students; Higher Education; *Native Speakers; *Persuasive Discourse; Second Language Instruction; Second Language Learning; *Teacher Student Relationship

This study focuses on electronic office hour consultations and investigates the presence and organization of pragmatic elements associated with negotiating the completion and evaluation of coursework in the e-mail messages of 28 American and international students to an American professor. Findings indicate a lack of negotiation skills in the international

ED 445 549 FL 026 433

Brisk, Maria Estela
Quality Bilingual Education: Defining Success. LAB Working Paper No. 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 15p.; Presented at the Symposium on Language Policy at Bar Ilam University (Israel, November 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; *Bilingual Education Programs; Elementary Secondary Education; English Only Movement; *English (Second Language); Immersion Programs; *Politics of Education; Program Evaluation; Second Language Instruction; Second Language Learning
IDENTIFIERS- Two Way Bilingual Education

This paper proposes a comprehensive framework for defining success in bilingual education. Defining success is a difficult and elusive task. Indicators of success are at the center of much controversy, and a review of the research of the last 30 years reveals varying trends in the underlying notion of success. Most studies focus on the ability of bilingual education programs to enhance students' performance in English academic areas, especially language and mathematics. By the late 1980s bilingual education researchers shifted their focus to identify characteristics of effective bilingual programs, as a part of the effective schools movement. This paper shows how research over the years has focused on certain components of the framework and how some recent trends are consistent with this broader definition. Definitions of success are discussed and followed by an overview of the current bilingual education debate--including the English-only movement, two-way immersion models, and traditional English-as-a-Second-Language (ESL) models. Studies of "Effective Bilingual Education" are discussed as well as studies that seek to put positive outcomes in context. It is concluded that there are two types of research--one type that that aims at judging the effectiveness of bilingual education centers by focusing on the language of instruction and models; the other type looks at specific instructional practices in detail. Good practices are likely to promote learning, but they do not guarantee student performance. Four tables and 53 references are included. (KFT)

ED 445 550 FL 026 434

Hippner-Page, Tina
Semantic Clustering Versus Thematic Clustering of English Vocabulary Words for Second Language Instruction: Which Method Is More Effective?
PUB DATE- 00
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *English (Second Language); Grade 3; Grade 4; Grade 5; Grammar; Instructional Effectiveness; Interviews; Literacy; Participant Observation; Questionnaires; *Reading Comprehension; Reading Instruction;

library statistics; computing statistics; and undergraduate housing. (RH)

ED 445 570 HE 033 126

Educating Students for Active Citizenship & Engaging with Communities: Practices in Higher Education.
SPONS. AGENCY- Corporation for National Service, Washington, DC.; Sallie Mae, Reston, VA.
PUB DATE- 99
NOTE- 92p.; First distributed at the Aspen Institute Presidents' Leadership Colloquium (Washington, DC, June 29-July 1, 1999). Also supported by KPMG Peat Marwick.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Citizenship Responsibility; College Students; *Democratic Values; Higher Education; Partnerships in Education; *School Community Relationship; *Service Learning; *Student Participation; *Values Education

This report provides brief descriptions of 83 practices followed by college campuses to educate students to be active, involved citizens and to engage their institutions with their communities. The summaries, arranged alphabetically by school, were prepared by Campus Compact member presidents. A "table of contents" groups practices into the following categories: (1) teaching the practice of democratic citizenship, and (2) promoting citizenship through student service, service learning, and community partnerships. The second grouping is further organized into the following categories: educational partnerships, health and science partnerships, other partnerships and service learning initiatives, and campus-wide events. (SM)

ED 445 571 HE 033 127

A Survey of Traditional and Distance Learning Higher Education Members.
PUB DATE- 00
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *Distance Education; Electronic Mail; Higher Education; Nontraditional Education; Teacher Attitudes; Teacher Student Relationship; Teaching Methods; Telecourses; World Wide Web
IDENTIFIERS- *National Education Association

This study offers descriptive information about distance learning courses and the faculty who teach them, and explores faculty members' opinions about distance learning. The report focuses only distance education as taught by full-time National Education Association faculty members at traditional two- and four-year colleges and universities to relatively small classes using highly interactive technologies. Data for the study is derived from interviews in February/March 2000 with a total of 402 distance learning faculty and 130 traditional faculty. The report examines the growth of distance learning courses; characteristics of NEA distance learning faculty (most are full-time and tenured; however, distance learning faculty are more likely to teach at community colleges); distance learning

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcohol Education; Colleges; Data Collection; *Drinking; *Drug Education; Drug Use; Federal Programs; Higher Education; Mail Surveys; *Prevention; Program Evaluation; Questionnaires; *School Policy; Universities
IDENTIFIERS- *Drug Policy; *Risk Reduction

This 8-page booklet is a survey instrument that was sent to randomly selected college and university senior administrators nationwide by the Higher Education Center for Alcohol and Other Drug Prevention. The 29-item questionnaire is designed to learn more about alcohol and other drug prevention efforts taking place on college campuses. Information requested on school prevention efforts includes demographic data (school characteristics, number of undergraduate students enrolled, and location); alcohol and other drug (AOD) policies (how effective the AOD policies are in addressing each of 15 issues); AOD policy enforcement methods; AOD prevention programs and activities; and persons involved in AOD programs and activities (e.g. committees, task forces, students, faculty members, and community members). (SM)

ED 445 592 HE 033 186

Nidiffer, Jana
Pioneering Deans of Women: More Than Wise and Pious Matrons. Athene Series.
PUB DATE- 00
NOTE- 208p.; Foreword by Mary Ann Dzuback.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Deans; *Deans of Students; Educational History; Equal Education; Females; Feminism; Higher Education; Institutional Environment; *Women Administrators; *Womens Education
IDENTIFIERS- *Professionalization

This book examines the careers and contributions of four pioneering deans of women and the innovations they created as they worked to enhance opportunities and community for women. The women are Marion Talbot, Mary Bidwell Breed, Ada Louise Comstock, and Lois Kimball Mathews. The book analyzes how they developed a profession out of their dedication to making universities in the 20th century a better place for women than they were in the 19th century. It examines the stages of the professionalization process, strategies they used to solidify and institutionalize their work, and networks and organizations they built to communicate and further their progress. The seven chapters include: (1) "Introduction"; (2) "The Wise and Pious Matrons"; (3) "The Catalyst and the Hub"; (4) "Getting Organized"; (5) "Opening Minds and Opening Doors"; (6) "More Than Wise and Pious Matrons"; and (7) "A Legacy Assessed." (Contains approximately 350 references.) (SM)

ED 445 593 HE 033 187

National Strategies and Regional Co-Operation for the 21st Century. Proceedings of the Regional Conference on Higher Education (Tokyo, Japan, 8-10 July 1997).
SPONS. AGENCY- United Nations Univ., Tokyo (Japan).
PUB DATE- 98
NOTE- 416p.; Also sponsored by the Government of Japan and the Association of Universities of Asia and the Pacific.

Medical Students; *Program Development; *Program Evaluation; Program Implementation; *Self Evaluation (Individuals)
IDENTIFIERS- Association of American Medical Colleges

The purpose of this guide, developed by the Association of American Medical Colleges group on Graduate Research, Education, and Training (GREAT), is to outline a model process by which graduate programs can measure program success and that can be adapted to particular circumstances and priorities. The first sections of the guide examine the history and mission of graduate education in medical schools and outline goals and objectives that virtually all programs aim to achieve. The guide also sets out five steps for achieving success: (1) defining the program goals and objectives, (2) pursuing activities that promote attainment of goals and objectives, (3) identifying indicators of success, (4) data gathering, and (5) implementing change. A final section of the guide presents six self-assessment survey instruments: a qualitative questionnaire for self-evaluation of graduate programs; assessment of faculty and Ph.D. program characteristics; assessment of admissions and graduate student populations by program; faculty assessment of recent graduates; survey of student career goals and satisfaction; and aggregated data on student career goals and satisfaction. Appended are tables of sources of data for graduate program self-assessment and an annotated list of resources. (CH)

ED 445 613 HE 033 249

Astin, Alexander W.; Astin, Helen S.
Meaning and Spirituality in the Lives of College Faculty: A Study of Values, Authenticity, and Stress.
PUB DATE- 99
NOTE- 48p.; "With the assistance of Anthony L. Antonio, John Astin, and Christine M. Cress." Study funded by the Fetzer Institute.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beliefs; *College Faculty; Collegiality; Higher Education; Interpersonal Relationship; *Life Satisfaction; Organizational Climate; Philosophy; Quality of Working Life; Role Perception; *Self Actualization; *Self Concept; Self Congruence; Self Evaluation (Individuals); *Spirituality; *Values; Values Clarification
IDENTIFIERS- *Higher Education Research Institute; Self Renewal

During the past three years more than 80 scholars, students, and educational leaders have participated with the Higher Education Research Institute in an extended series of dialogues about issues of spirituality, authenticity, meaning, wholeness, and self-renewal in higher education. These dialogues explored issues related to: achieving a greater sense of community, spirituality, and shared purpose in higher education; what are the causes of the divisions and fragmentation experienced by many academics in their institutional and personal lives; what it means to be authentic, both in the classroom and in dealings with students; and what disconnections higher education is experiencing within and in relation to the larger society. Through personal narratives the monograph explores expressions of spirituality, as well as obstacles to and facilitators of spiritual development; value conflicts; personal authenticity; sources of stress, including time pressures, competition between work and family life, research and publication, administrative responsibilities, students and teaching, tenure

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; College Students; Community Colleges; Feedback; Higher Education; Learning Strategies; Mathematics Education; Prior Learning; *Student Participation; Teaching Methods; Two Year Colleges
IDENTIFIERS- *AIR Forum; Reflective Thinking; *Self Regulated Learning; Self Regulation

This study addressed the question: "What instructional techniques are most effective in helping students learn how to self-regulate their learning?" An integrated model based on current research in self-regulated learning (SRL) was used to explain changes in students' SRL. Five key instructional practices were identified and embedded into a math curriculum: (1) guide self-beliefs, goal setting, and expectations; (2) promote reflective dialogue; (3) provide corrective feedback; (4) connect abstract concepts; and (5) link to new experiences. Data were collected from 78 students attending a New England community college. Analysis of variance, correlations, and path analyses were used to determine differences between the treatment and comparison groups' perceptions of their SRL pre- to post-semester. The results suggest that students who learned through SRL-embedded teaching methods became more effective in SRL, a finding that emphasizes the critical role that instructors play in the SRL process by providing cues within the instructional setting. The results also indicate that SRL is an integrated process. The paper suggests that future research in SRL should focus on methods that capture the interrelationship among the SRL variables. (Contains 49 references.) (Author/SM)

ED 445 632   HE 033 305

Kennedy, Peter W.; Sheckley, Barry G.; Kehrhahn, Marijke T.
The Dynamic Nature of Student Persistence: Influence of Interactions between Student Attachment, Academic Adaptation, and Social Adaptation.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for International Research (40th, Cincinnati, OH, May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Persistence; Adjustment (to Environment); College Students; Dropout Research; Educational Research; Grade Point Average; Higher Education; School Holding Power; Scores; Self Efficacy; *Social Integration; *Student Adjustment; *Student Attrition
IDENTIFIERS- *AIR Forum; Student Adaptation to College Questionnaire

This study examined what combination of students' adjustment, institutional attachment, Scholastic Assessment Test scores, high school class rank, college grade point average (GPA), adaptive style, self-efficacy, and help-seeking would discriminate persisters from nonpersisters after 1 year of college. Researchers investigated the degree of accuracy with which the assessment of factors within the first six weeks would classify students as persisters or nonpersisters, noting increases in accuracy when independent variables were assessed during the last six weeks. During the first and last six weeks of the first academic year, students completed the Student

IDENTIFIERS- *AIR Forum

This paper presents a complex, hybrid, method of cost analysis of online courses, which incorporates data on expenditures; student/course enrollment; departmental consumption/contribution; space utilization/opportunity costs; direct non-personnel costs; computing support; faculty/staff workload; administrative overhead at the department, dean, and institution level; revenue stream; and financial aid. Data compared costs of online versus traditional courses at an urban, public, doctoral I university for four pairs of courses: English, management information systems, decision sciences, and astronomy. Among the findings noted are the following: total expenditures for traditional and online courses are in relatively the same range (with one exception which had high overhead but also high revenues); net costs per section are higher for online courses; departments which have extensive course sections benefit by offering online courses; there are significant startup costs in personnel, mainly attributable to content development for online courses; in this study all the online courses were taught by full-time faculty, which ensured quality but increased cost; space is a cost-saving factor with some online courses. The paper notes that an important by-product of this process is information about the changing nature of faculty roles in online teaching and a better understanding of how to use technology cost effectively. (Contains 28 references.) (CH)

ED 445 650 HE 033 340

DesJardins, Stephen L.; Moye, Melinda J.
Studying the Timing of Student Departure from College. AIR 2000 Annual Forum Paper.
SPONS. AGENCY- Association for Institutional Research.
PUB DATE- 00
NOTE- 53p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-23, 2000). The AIR Grants Program receives funding from the National Science Foundation and the National Center for Education Statistics.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *Attrition (Research Studies); College Students; *Dropout Research; Factor Analysis; Higher Education; Longitudinal Studies; Measurement Techniques; Methods Research; Models; Outcomes of Education; Research Design; Research Methodology; *School Holding Power; Statistical Analysis; *Student Attrition; *Time to Degree; Trend Analysis; Withdrawal (Education)
IDENTIFIERS- *AIR Forum; High School and Beyond (NCES); National Center for Education Statistics

This study describes the use of event history modeling as a tool for understanding student departure from college. Using data from the National Center for Education Statistics High School and Beyond (HS&B)/Sophomore Cohort longitudinal study a detailed history of individual students' college careers was constructed using a regression-like methodology often called "survival analysis" or "hazard modeling". The model used customized event history files that included student files (e.g., transcripts), course files (college courses, year-specific college credits, grade point averages, and cumulative college credits), and institution-specific information (type and selectivity of institution) to create indicators of

Technology from Classrooms to Lunchrooms.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; Educational Finance; *Educational Planning; Educational Policy; *Educational Technology; Elementary Secondary Education; *Information Technology; Training
IDENTIFIERS- Technology Plans; *Technology Utilization; Web Sites

This report discusses the following "Top 10" ways to make technology work for schools: (1) develop long and short-range plans and budgets--don't fly blind; (2) create policies, procedures, and standards--the bedrock of effective technological change; (3) know what you need before you buy it; (4) apply the "Yellow Pages test" when deciding to buy or rent expertise; (5) locate funding to fill growing needs; (6) make sure computer systems are compatible--system integration; (7) understand that training is the key to success or failure; (8) communicate and cooperate, inside and outside the district; (9) keep systems up and running--staffing and technical support; and (10) control your inventory--know what you have and where it is. World Wide Web sites for obtaining additional information about the processes discussed in the report are listed. (MES)

ED 445 671 IR 020 353

Puma, Michael J.; Chaplin, Duncan D.; Pape, Andreas D.
E-Rate and the Digital Divide: A Preliminary Analysis from the Integrated Studies of Educational Technology.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 00
NOTE- 238p.; This report was prepared for the U.S. Department of Education as part of a subcontract with SRI International, Arlington, VA.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Computers; Computer Uses in Education; Educational Finance; Educational Resources; *Educational Technology; Elementary Secondary Education; Equal Education; Private Schools; Public Schools; Resource Allocation; School Districts; *School Surveys
IDENTIFIERS- *E Rate (Internet); *Technology Implementation

This early look at the E-Rate is part of a new initiative, funded by the Department of Education, and is based on an analysis of E-Rate administrative records covering the first two years of program operation, that were linked to detailed national data on all public and private schools and libraries in the U.S. Key findings indicate that public schools have taken the most advantage of the E-Rate program. In the first two years, the E-Rate has distributed nearly $4 billion, with 84% going to the nation's public schools. In part, this is due to differences in the program's penetration--more than three-fourths of all public districts and schools applied for E-Rate funds, compared to about half of public libraries and 15% of private schools. Thus, there were about 13,000 public school districts, 70,000 public schools, 5,000 private schools, and 4,500 library systems participating in the second year of the E-Rate program. The E-Rate has targeted poor communities, encouraging higher

Nations; *Educational Needs; Educational Planning; *Food Processing Occupations; Foreign Countries; *Job Training; Labor Force Development; *Needs Assessment; Postsecondary Education; Regional Planning; School Business Relationship; Secondary Education; Trade and Industrial Education; *Vocational Education
IDENTIFIERS- *Australia

A study examined needs of client groups--industry, enterprises, regions, and individuals--and their consequences for policy and practice within Australian vocational education and training (VET). The requirements for VET in the food processing and clerical industry sectors were examined in three regions across Australia. The study comprised five phases: identifying and accessing the fields; mapping the fields; identifying transformations and consequences for VET policy and practice; refining the analysis with key VET client groups; and finalizing the report. Key findings were that industry and enterprise informants shifted to a focus on enterprise needs that was more evident in the food processing sector; regional planning was commonly seen as a means to reconcile clients' needs; all client groups proposed a broader set of roles for VET in addressing their needs; diverse values existed across client groups regarding community service obligations; direct negotiation with VET providers would best address short- and long-term enterprise needs; the most likely motivation for additional expenditure on training by enterprises would result from organizational restructure, legislative changes, and evidence a productive outcome would result; and all groups reported needs for course flexibility, relevance, and currency; teacher competence; and nationally accredited courses. A change from a focus on industry to one on vocations was proposed. (Contains 13 references.) (YLB)

ED 445 190   CE 080 632

McDonald, Rod
Towards Evidence-Based Vocational Education and Training.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Developed Nations; Educational Assessment; *Educational Change; Evaluation Methods; *Evaluation Research; *Evaluation Utilization; Foreign Countries; *Job Training; National Programs; Performance Based Assessment; Postsecondary Education; Program Evaluation; Secondary Education; *Vocational Education
IDENTIFIERS- *Australia

This discussion paper is intended to inform the further development of the National Research and Evaluation Strategy (NRES) by strengthening its focus on evaluation in Australian vocational education and training (VET). Chapter 1 discusses the implications for the role of evaluation that changes in VET have caused in the past decade. Chapter 2 focuses on these dimensions of evaluation: for what purpose, by whom, and using which approach. Chapter 3 outlines these focus areas of current evaluation activities, from the largest scale to the smallest: evaluation of national performance; evaluation of policies and national initiatives; evaluation of practice; consumer evaluation of training provision; and critique of policies and programs. Chapter 4 describes these three outcomes to assist the use of evaluative methods to support decision making that could be achieved by extending the NRES: (1) a useful level of

Formation; *Public Policy; Public Sector; *Welfare Recipients; *Work Experience Programs
IDENTIFIERS- *Public Employment Programs; *Temporary Assistance for Needy Families; Unpaid Labor; Welfare Reform; Welfare to Work Programs

This publication, one of a series designed to help policymakers and TANF Temporary Assistance for Needy Families agency personnel, offers an overview of programs providing publicly funded paid jobs in the public or nonprofit sector to TANF recipients, as well as of work experience programs in which recipients receive welfare payment in return for working. The first section asks and answers some policy questions, including: What should be the purpose of work experience or publicly funded jobs?; What are the merits of publicly funded jobs as compared to unpaid work experience?; Which TANF recipients should be placed in work experience or publicly funded jobs?; What can be done to prevent displacement of current employees?; What adjustments should be made in areas where unemployment is high?; What should the wage and hour requirements be?; What can states and localities do when work experience or publicly funded jobs do not provide enough hours to meet federal participation requirements?; What additional services should be included?; Who should administer a work experience or publicly funded jobs program?; and What funds should be used for publicly funded jobs?. The second section summarizes research findings, and the third section focuses on innovative practices in unpaid work experience and community service programs and publicly funded jobs programs. Thirteen resource contacts and 34 publications are listed. (KC)

ED 445 207 CE 080 662

Kramer, Fredrica
Job Retention and Career Advancement for Welfare Recipients.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; Edna McConnell Clark Foundation, New York, NY.; Ford Foundation, New York, NY.; Foundation for Child Development, New York, NY.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; Adult Education; Articulation (Education); Career Counseling; *Career Development; Community Programs; Consortia; Cooperative Planning; Counseling Services; Delivery Systems; Education Work Relationship; Employment Opportunities; Employment Services; Guidelines; Job Development; Job Training; *Labor Turnover; Literacy Education; Program Development; Program Implementation; *Promotion (Occupational); Public Service; School Business Relationship; Services; Social Science Research; Social Support Groups; *Welfare Recipients; Work Experience Programs; World Wide Web
IDENTIFIERS- *Temporary Assistance for Needy Families; Welfare Reform; Welfare to Work Programs

This document examines strategies for promoting job retention and career advancement for recipients of Temporary Assistance for Needy Families (TANF). The document begins by considering the problems faced by less-skilled TANF recipients in finding, retaining, and advancing in jobs. Section 2 examines the following policy issues: (1) the aims of retention and advancement strategies; (2) the issue of whether retention and advancement strategies are separable; (3) recipients who should

ED 445 224 CE 080 693

An Overview of Vocational Education and Training in Malta.
PUB DATE- 99
NOTE- 41p.; Report produced with the involvement of Dr. Olaf MacDaniel. For related overviews, see CE 080 691-694.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Continuing Education; Developing Nations; Economic Development; *Education Work Relationship; *Educational Improvement; *Educational Needs; Educational Philosophy; *Educational Policy; Employment Qualifications; Foreign Countries; Human Capital; Modernization; National Standards; National Surveys; Partnerships in Education; Postsecondary Education; School Business Relationship; Secondary Education; *Technical Education; *Vocational Education
IDENTIFIERS- *Malta

Data for studies of vocational education and training systems in Malta and five other countries in the region were gathered through an analysis of existing studies and visits to the main stakeholders in the countries. Some of the main conclusions reached by the study of Malta include the following: (1) since the island has limited natural resources, the focus on human capital should be maximized, with service industries such as tourism at the forefront of the effort; (2) most companies are very small, so it is difficult to assess the job skills required for the future; (3) the entire vocational education and training system is being studied and plans are being made for a new institute, the Malta College of Technology, Applied Art and Science; (4) the need to set up a transparent national system of occupational qualifications and competency standards is one of the key issues for vocational education reform; (5) the role of social partners in vocational education and training in Malta has to be strengthened and developed further; and (6) continuing education should be developed in new economic growth areas, using modern technologies, in order to combat growing unemployment. (KC)

ED 445 225 CE 080 694

An Overview of Vocational Education and Training in Turkey.
PUB DATE- 99
NOTE- 108p.; Report produced with the involvement of Dr. Xavier Matheu. For related overviews, see CE 080 691-693.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Developing Nations; Economic Development; *Education Work Relationship; Educational Change; *Educational Improvement; *Educational Needs; Educational Philosophy; *Educational Policy; Employment Qualifications; Foreign Countries; Learning Modules; Modernization; National Surveys; Partnerships in Education; Postsecondary Education; School Business Relationship; Secondary Education; Specialization; Teacher Improvement; *Technical Education; *Vocational Education
IDENTIFIERS- *Turkey

Data for studies of vocational education and training systems in Turkey and five other countries in the region were gathered through an analysis of existing studies and visits to the main stakeholders in the countries. Some of the main conclusions reached by the study of Turkey include the following: (1) there

Continuing Education, Charlottesville.
PUB DATE- 00
NOTE- 6p.; For related documents in the series, see ED 435 207 and CE 080 713-720. Funded under Section 353 of the Adult Education Act, Title VI, P. 93-38 and Amendments.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Students; Guidelines; Literacy Education; *Orientation; *Orientation Materials; Program Effectiveness; *Program Implementation; *Resource Materials; Testing

An investigation was conducted of the implementation of a new orientation procedure for adult basic education students in 17 classes spread throughout three rural counties and one city in the Dublin, Virginia, area. The new orientation procedure was contained in a guide that called for teachers to implement it in five consecutive class periods. Learners were to receive program information, to set and prioritize goals, and to realize their weaknesses and strengths through various assessments, including the Tests of Adult Basic Education (TABE). Information was gathered through audiotaped interviews with six female teachers about how they were using the orientation process. The study found that teachers implemented the orientation process with their students' needs in mind. They appreciated the guide as a ready-to-use resource and viewed it as a valuable reference. The teachers also related that they tried hard to create a comfortable environment for their students through conversation and sharing of personal experiences and that they appreciated the flexible framework of the orientation guide. On the other hand, the teachers agreed that the orientation procedure is too long and that it should be shortened so that students could get to the content learning that brought them to the classes. The study concluded that all the teachers used the guide and were happy to have the resource, which they implemented in various ways to meet their students' needs. Recommendations were made for additional activities in the orientation guide and more teacher training on assessment. (KC)

ED 445 243 CE 080 718

Finn, Donald
Reasons Practitioners Use a State Literacy Resource Center. Practitioner Research Briefs, 1999-2000 Report Series.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Adult Education Services.; Virginia Association of Adult and Continuing Education, Charlottesville.
PUB DATE- 00
NOTE- 5p.; For related documents, see: ED 435 207 and CE 080 713-720.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Adult Basic Education; Adult Education; *Adult Literacy; Conferences; *Education Service Centers; Educational Attitudes; Educational Resources; *Literacy Education; Program Effectiveness; *Teacher Attitudes; Teacher Centers; Teacher Surveys; Teacher Workshops; Use Studies
IDENTIFIERS- *Virginia

The Virginia Adult Learning Resource Center located at Virginia Commonwealth University serves various professional development needs of adult education practitioners throughout the state. In order to determine whether the center was providing the context of a changing workplace, the Colorado School-to-Career Partnership, and the guide's structure and content. Section 1 presents the Colorado General Workplace Competencies, which describe the skills and knowledge needed for school and career success and which are organized into the following categories: communication; organization; thinking; technology; and worker qualities. Section 2 offers guidelines for helping special populations of students meet academic content standards while participating in school-to-career opportunities. Section 3 features 18 integration matrices and 18 classroom activities for integrating history standards with workplace competencies. One matrix and one activity are provided for each standard for students in grades K-4, 5-8, and 9-12. Section 4 presents a sample scoring rubric that is aligned with one of the integrated learning activities presented for students in grades 9-12. The addresses of Colorado's six school-to-career regional resource centers are listed. (MN)

ED 445 261 CE 080 752

Integrating Year-Round and Summer Employment and Training Services for Youth under the Workforce Investment Act: Technical Assistance Guide.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Office of Policy and Research.
PUB DATE- 00
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; Agency Cooperation; Articulation (Education); Case Studies; Cooperative Planning; Delivery Systems; Demonstration Programs; *Education Work Relationship; Educational Cooperation; Educational Legislation; Educational Strategies; Evaluation Methods; Federal Legislation; Followup Studies; Guidelines; Individualized Instruction; *Integrated Curriculum; Job Development; Job Placement; Job Training; Models; Outcomes of Education; Partnerships in Education; Program Guides; Program Implementation; School Business Relationship; Seasonal Employment; Strategic Planning; Student Employment; Student Evaluation; Student Recruitment; *Summer Programs; Technical Assistance; *Vocational Ed Job Training Partnership Act 1982; *Workforce Investment Act 1998; *Year Round Programs
IDENTIFIERS- Job Training Partnership Act 1982; *Workforce Investment Act 1998; *Year Round Programs

This document, which is intended to provide technical assistance to individuals responsible for integrating year-round and summer employment and training services for youth under the Workforce Investment Act (WIA), contains case studies of eight employment and training programs that have already or are in the process of integrating their summer and year-round youth services. Each case study contains information on some or all of the following topics: program objectives; status of development of a comprehensive youth strategy; recruitment and selection of participants; participant assessment and the process of developing individualized services; services provided; preparation for postsecondary education and/or unsubsidized employment; linkages with other programs; job development, job placement, and follow-up; outcomes achieved by participants; the program's overall effectiveness; and a

*National Training Packages (Australia)

The implementation and effectiveness of the inclusion of literacy and numeracy in industry training packages was examined in a case study that focused on the use the horticulture industry training package in South Australia. Data were gathered from the following activities: a literature review; consultations with stakeholders in the package's development or delivery; 5 weeks of observations of the interaction between 1 trainer and 11 trainees; surveys of an unspecified number of selected trainers and the 11 trainees; and 15-minute interviews with 6 trainees, a trainer, and the training package coordinator. The following were among the main findings: (1) although literacy and numeracy information kits have been developed and disseminated by the Australian National Training Authority, use of the kits is not widespread; (2) literacy and numeracy competencies are generally buried in the training packages; (3) poor literacy and numeracy skills may inhibit successful completion of training package units; (4) more articulation arrangements with higher education are needed; and (5) links between trainers, workplace assessors, and worksites must be strengthened to support the intent of the training package model. (The bibliography lists 15 references. The interview questions, student questionnaire, and staff questionnaire are appended.) (MN)

ED 445 278 CE 080 794

Haines, Christine; Brand, Jennie Bickmore
Language, Literacy and Numeracy in National Training Packages: Case Studies in Aged Care and Hospitality.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.; Australian National Training Authority, Brisbane.
PUB DATE- 00
NOTE- 43p.; Research conducted by the Western Australian Centre of the Adult Literacy and Numeracy Australian Research Consortium. For related reports by the same preparing institution, see CE 080 790-797.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Access to Education; Adult Basic Education; Adult Literacy; Articulation (Education); Case Studies; Community Services; Competence; Competency Based Education; Delivery Systems; Education Work Relationship; Educational Practices; Educational Quality; Evaluation Methods; Foods Instruction; Foreign Countries; Fused Curriculum; Hospitality Occupations; *Instructional Effectiveness; Instructional Materials; *Integrated Curriculum; Labor Force Development; Learning Modules; *Literacy Education; National Curriculum; *Numeracy; Outcomes of Education; Postsecondary Education; Questionnaires; Staff Development; Student Evaluation; Teacher Attitudes; Teacher Student Relationship; Tr Australia (Western Australia); *Elder Care; Impact Studies; *National Training Packages (Australia)
IDENTIFIERS- Australia (Western Australia); *Elder Care; Impact Studies; *National Training Packages (Australia)

The implementation and effectiveness of the inclusion of literacy and numeracy in industry training packages was examined in case studies of three programs in Western Australia. Two were certificate programs in cooking and food and beverage as specified in the hospitality training package, and the third was an aged care program based on the community services training package. Training providers at the sites were

Children and adolescents are prone to develop a range of social problems in family and peer relationships, mental health, substance abuse, and school performance. With a reduction in support available to them in many family environments, peer relationships become increasingly important. A number of the social problems children and adolescents face are amenable to intervention through group work, and those who are stressed may benefit from the coping skills acquired through group intervention. The concepts of a problem-solving approach to group work are presented in the first section of this book. Chapter One describes the social and environmental context of group work with children and adolescents. Chapter Two relates the problem-solving approach to group work. Chapter Three describes the use of planning, composition, and assessment to form effective groups. Chapter Four contains the purposes and types of evaluation of group work with children and adolescents. Chapter Five reviews research on the effectiveness of group work with children and adolescents. The second part of the book focuses on applications of the problem-solving approach to group work. Chapter Six discusses group work with children and adolescents in families where a separation or divorce has occurred. Chapter Seven examines group work to improve peer relationships and social competence. Chapter Eight describes the use of group work with children and adolescents who are at risk for developing mental health and substance abuse disorders. Group work aimed at increasing the achievement levels of children and adolescents with academic problems is considered in the final chapter. (Contains 317 references.) (Author/JDM)

ED 445 297   CG 030 348

Chambliss, Catherine
Challenges Confronting Counseling Education Programs: Is Therapy Research Truly Representative?
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Counseling; *Counselor Role; Counselor Training; *Health Maintenance Organizations; Higher Education; Outcomes of Treatment; *Professional Autonomy; Research
IDENTIFIERS- *Empirical Research

An emphasis on therapy research and empirically supported treatments (ESTs) is currently suggested as the answer to many therapists' and counselors' problems with behavioral healthcare. Those eager to protect psychologists' share of behavioral care in an era of managed care are utilizing ESTs and process research to demonstrate the effectiveness of their clinical interventions. At an increasing rate, therapists are being told that their future in delivering behavioral healthcare depends upon their ability to apply the knowledge gained from several decades of psychotherapy research. In trying to prepare students for their professional lives as counselors in an era dominated by managed care, counseling education programs are increasingly emphasizing the treatment techniques supported by empirical research. This paper reviews the limitations of the extant efficacy research. It discusses the challenges of providing managed care psychotherapy and the limitations of ESTs. It debates the issue of research therapy versus clinical therapy and warns against an oversimplification of treatment standards. In conclusion, the paper suggests that

DESCRIPTORS- Beginning Reading; Beginning Writing; Educational Research; *Emergent Literacy; Foreign Countries; Preschool Children; Preschool Education; *Professional Development; *Teacher Attitudes; Teacher Role

IDENTIFIERS- Australia (Victoria); *Print Awareness

Evidence suggests that preschool children are more likely to use and explore print when their environment actively supports the use of print through real-life contexts. Children who have knowledge about print have been shown to have greater success with literacy development on entering school. This paper describes the Preschool Literacy Project (PLP) which has been established to examine the provision of literacy-based experiences in preschool programs in Victoria (Australia). The paper reports the project has been implemented in three stages over an 18-month period--the first stage has examined, in a survey, preschool teachers' views about literacy in the preschool; the second stage has been designed to provide professional development for teachers in those aspects of reading and writing development they had indicated they wished to learn about; and the third phase will measure the impact of the changes in practice in preschool on children's concepts about print on entry to school. The paper explains that the PLP involves 40 preschool centers within socio-economically depressed areas of metropolitan and country regions of Victoria. It further explains that responses from a questionnaire of preschool staff indicated an overwhelming uncertainty about the role of literacy in their programs and that, when reflecting on their current practice, teachers indicated that the major focus for literacy in their programs were a range of pre-reading and pre-writing activities. According to the paper, the project's findings illuminate how preschool teachers are limited in their expectations of young children and their development of literacy. (NKA)

ED 445 318   CS 014 095

Ediger, Marlow
Meeting Recognition Needs of Students in Reading.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Classroom Techniques; *Holistic Approach; Initial Teaching Alphabet; Primary Education; Reading Achievement; *Reading Instruction; *Reading Teachers; *Recognition (Achievement); *Student Needs

For student success in reading achievement, recognition needs must be met--each person desires to be recognized for things well done and for improvement over previous performances. This paper discusses how this can be done in the teaching of reading. The paper first enumerates and reports on selected past methods of reading instruction: initial teaching alphabet (ITA); programmed learning in reading instruction; and linguistic procedure approach. It then considers success in reading and outlines tools for learners to use in developing skills to become good readers. The paper suggests some ways to recognize learners and discusses holism in the reading curriculum, either in the whole language approach, in individualized reading, or in use of the experience chart. It then discusses how to harmonize the two approaches in reading instruction, word attack skills and holism. (NKA)

ED 445 339 CS 217 250

Spurlin, William J., Ed.
Lesbian and Gay Studies and the Teaching of English: Positions, Pedagogies, and Cultural Politics.
PUB DATE- 00
NOTE- 357p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Classroom Techniques; *Cultural Context; Elementary Secondary Education; *English Curriculum; *English Instruction; Higher Education; Homophobia; *Homosexuality; Political Issues; *Sexual Identity; *Writing Instruction
IDENTIFIERS- *Gay and Lesbian Studies; Homosexual Literature; Lesbian Literature; Queer Theory; Shakespeare (William)

This international collection of essays presents a contemporary overview of issues of sexual identity as they relate to teaching and learning in English from elementary through university levels. Coming from teachers in classrooms in India to North America to South Africa to Europe, the essays theorize lesbian, gay, and transgendered positions in the classroom, offer pedagogical strategies for teaching lesbian and gay studies, and examine the broader social and political contexts that shape classroom discourse and practices. Following the introduction by the editor, the 16 essays are: (1) "Cruising the Libraries" (Lee Lynch); (2) "When the Cave Is a Closet: Pedagogies of the (Re)Pressed" (Edward J. Ingebretsen, S.J.); (3) "Blame It on the Weatherman: Popular Culture and Pedagogical Praxis in the Lesbian and Gay Studies Classroom" (Jay Kent Lorenz); (4) "On Not Coming Out: or, Reimagining Limits" (Susan Talburt); (5) "(Trans)Gendering English Studies" (Jody Norton); (6) "The Uses of History" (Lillian Faderman); (7) "'What's Out There?' Gay and Lesbian Literature for Children and Young Adults" (Claudia Mitchell); (8) "Creating a Place for Lesbian and Gay Readings in Secondary English Classrooms" (Jim Reese); (9) "Shakespeare's Sexuality: Who Needs It?" (Mario DiGangi); (10) "Coming Out and Creating Queer Awareness in the Classroom: An Approach from the U.S.-Mexican Border" (tatiana de la tierra); (11) "'Swimming Upstream': Recovering the Lesbian in Native American Literature" (Karen Lee Osborne); (12) "Reading Gender, Reading Sexualities: Children and the Negotiation of Meaning in 'Alternative' Texts" (Debbie Epstein); (13) "Fault Lines in the Contact Zone: Assessing Homophobic Student Writing" (Richard E. Miller); (14) "Queer Pedagogy and Social Change: Teaching and Lesbian Identity in South Africa" (Ann Smith); (15) "The Straight Path to Postcolonial Salvation: Heterosexism and the Teaching of English in India Today" (Ruth Vanita); and (16) "Rememorating: Quilt Readings" (Marcia Blumberg). (NKA)

ED 445 340 CS 217 251

Kordigel, Metka
The Perception of the Cause-Effect Relationship among Fairy-Tale Motifs.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Biennial Meeting of the International Society for the Empirical Study of Literature Conference (7th, Toronto, Canada, July 31-August 4, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

cases from the past 40 years; and (3) student-initiated symbolic speech cases. Contains 4 tables of data and 56 notes. Attached are a list of evaluated opinions and case-by-case data for court decisions. (Author/NKA)

ED 445 360   CS 510 387

Schultz, Tanjev
Does Graduate Work Matter? Characteristics of Journalists Who Went to Grad School.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, AZ, August 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Comparative Analysis; *Graduate Study; Higher Education; Job Skills; *Journalism; *Journalism Education; Journalism Research
IDENTIFIERS- *Journalists; Secondary Analysis

This paper reports on a secondary analysis of two large surveys of United States news journalists and newspaper journalists which compares characteristics of graduate-school-trained journalists to those with only a college education. The paper states that the analysis also considers differences between studies in and outside the communication field. It also states that besides demographics and job characteristics, assumed differences in perceived influences of education, in journalistic role concepts and audience perceptions were tested. Overall, the analysis revealed few differences, but journalists with graduate education were found to be more likely than college educated journalists to work for larger news organizations, and to support an interpretive role. Contains 2 tables of data, 17 notes, and 16 references. (Author/NKA)

ED 445 361   CS 510 388

Beals, Diane E.
Extended Discourse: Varying Opportunities for Young Children's Exposure to New Words.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Discourse Analysis; Language Acquisition; *Parent Child Relationship; Preschool Children; Preschool Education; *Vocabulary Development
IDENTIFIERS- Conversation

Eighty-three preschoolers participated in toy play and mealtimes with their mothers. Different types of extended discourse were identified: fantasy world in toy play, and narrative and explanatory in mealtimes. Rare words (that preschoolers are not likely to know) were identified within extended discourse and within entire transcripts. The ratio of rare words per utterance found within extended discourse was similar to the ratio of rare words per utterance in the full transcript in toy play fantasy world talk and mealtime narratives. However, for project. This paper looks critically at one aspect of effectively managing a group project course: conflict resolution. The paper contends that the Senior Projects course is effective because: learning goals are stated precisely; administrative detail when preparing and creating the groups is attended to; the groups are monitored diligently; intervention is undertaken when necessary; and fair and clear evaluation procedures are established. According to the paper, success in the course depends not only on a student's ability to complete the required work individually, but also on students' ability to work together--Senior Project fits well into the category of cooperative learning. The paper discusses in detail how to prepare for and carry out the course. It concludes that teachers need to prepare an array of information-gathering tools and conflict management strategies to enhance their ability to facilitate their groups effectively. (Contains 16 references.) (HKA)

ED 445 381 CS 510 429

Stroud, Scott R.
Universal Elements in Human Nature: The Putative Connection between Moral Development and Formal-Pragmatic Presupposition Awareness.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Meeting of the Western States Communication Association (71st, Sacramento, CA, February 25-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Developmental Stages; Higher Education; *Moral Values; *Student Attitudes; *Value Judgment
IDENTIFIERS- *Communication Behavior

This study attempts to demonstrate a correlation between college students' moral stage level and their recognition of formal-pragmatic presuppositions of communicative action. Jurgen Habermas has posited the existence of formal-pragmatic presuppositions that are assumed in every act of communicative behavior. Lawrence Kohlberg has posited empirically verifiable stages of moral development among humans. Very little, if any, empirical research has been conducted to examine the existence of formal-pragmatics presuppositions or the link between these presuppositions and moral stage development. Using the Defining Issues Test (DIT) and the newly-developed Stroud Formal Pragmatic Presupposition Awareness Instrument (SFPPAI), this study fails to discover any significant link between respondent's moral stage placement and his or her awareness of formal-pragmatic presuppositions of communicative action. Positive correlations, however, are found between class standing and SFPPAI score, class standing and DIT score, and age and DIT score. Contains 47 references. The SFPPAI and question correspondences for the SFPPAI are attached. (RS)

ED 445 382 CS 510 430

Stroud, Scott R.
"You Were Never Born; You Will Never Die": An Inquiry into the Timeless Narrative of the "Bhagavad Gita."
PUB DATE- 00
NOTE- 24p.; Paper presented at the Annual Meeting of the National Communication Association (86th, Seattle, WA, November 9-12, 2000).

*Interpersonal Communication; *Verbal Communication; Workbooks
IDENTIFIERS- Dialogue Analysis

This workbook explores ways to improve dialogue so as to enhance communication and self-knowledge. The text is divided into 7 chapters. Chapter 1 opens by asking the reader to describe what "talk" is and to relate conversations the reader had during the past week. It offers exercises on listening, and on understanding the context of conversations, and it underscores the need to suspend judgment while listening to someone. The next chapter looks at the dynamics when two or more people are talking and lists some of the factors that facilitate collaboration, such as learning to listen as an ally and granting others the respect of being an authority about their own thoughts and feelings. Chapters 3 and 4 delve deeper into the purpose of dialogue and its essential components, focusing on dialogue as a way of connecting with people rather than as a tool for convincing others to believe in a certain way. Chapter 5 discusses the different stages of dialogue: (1) invitation and initiation; (2) instability and conflict; (3) suspension; and (4) collective exploration. This chapter also outlines the roles of the facilitator and the participants. Chapter 6 lists strategies for when dialogue fails, and the concluding chapter offers tips for starting a dialogue. An appendix provides information on three dialogue centers (organizations which promote community dialogue). (Contains 12 references.) (RJM)

ED 445 403   EA 030 609

Yap, Kim; Aldersebaes, Inge; Railsback, Jennifer; Shaughnessy, Joan; Speth, Timothy
Evaluating Whole-School Reform Efforts: A Guide for District and School Staff. Second Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Administration; Educational Change; Elementary Secondary Education; *Formative Evaluation; *Program Evaluation; School Organization; School Restructuring
IDENTIFIERS- Comprehensive School Reform Demonstration Program

This guidebook provides evaluation assistance to district and school staff. It was published in response to the Comprehensive School Reform Demonstration (CSRD) Program, passed by Congress in 1997 to provide incentives and support for low-performing, high-poverty schools. CSRD is an attempt to ensure that schools conduct evaluation of whole-school reform efforts in a way that provides valid and useful information for accountability and program improvement. The guide does not examine the philosophical underpinnings of evaluation issues. Rather, it provides guideposts that district and school staff can consider in choosing an approach to evaluating their school-reform efforts. It is intended for use by school staff at sites that have stated goals for student achievement and have already decided on one or more comprehensive strategies for reaching their goals. The text is arranged in a "train the trainer" format and is organized so as to assist in the design of a professional-development workshop. The book focuses on implementation evaluation and impact evaluation. Various design presented and include: (1) create a learning environment the invites inquiry, uses thematic instruction to connect content areas, makes a wide range of materials available, provides activity centers for self-initiated projects, has flexible seating arrangements, offers active, lesson-related activity options for students who finish work early, and provides opportunities for creative movement, mime, dance, and singing; (2) allow for flexible grouping; (3) provide variety; (4) offer choices to allow children to chose group mates and topics and assist in designing projects and their formats; (5) create ground rules; (6) evaluate students individually; (7) compact the curriculum; and (8) incorporate creative thinking. Teachers are urged to use tests, class assignments, observations, informal interviews, consultations with parents, and portfolios for ongoing assessment on how children are performing. (CR)

ED 445 423   EC 308 027

Ross-Kidder, Kathleen
Gender Differences in Psychometric Profiles of Adults with Learning Disabilities.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Convention of the National Association of School Psychologists (New Orleans, LA, March 30, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Disability Identification; Eligibility; High School Equivalency Programs; Intelligence Differences; *Learning Disabilities; Models; *Screening Tests; *Sex Differences; *Test Validity; Verbal Ability
IDENTIFIERS- *General Educational Development Tests; *Testing Accommodations (Disabilities)

This report introduces the General Education Development Testing Services (GEDTS) Administrator screening model for adults with learning disabilities. The screening model is designed to identify adults whose educational achievement is significantly below overall potential due to an informational processing deficit and who are thus eligible for testing accommodations in taking the General Educational Development Tests. To investigate the diagnostic validity of the screening model, a study explored whether the Wechsler profiles of 464 adults with learning disabilities or attention deficit disorders and referred for testing accommodations varied as a function of gender. Results found that women requesting accommodations are older and have lower overall ability in most areas measured using the Wechsler intelligence scales. Women did as well as men when recalling a series of numbers and they know definitions to words at a somewhat closer level to men. They did better than men when copying sign/symbol combinations. Gender differences were also found in comparison of discrepancies among factors and measure of overall ability. Test results also confirm the fact that adults with learning disabilities tend to have lower verbal functioning. Results of the study support the GEDTS screening model. (Contains 26 references.) (CR)

ED 445 424   EC 308 028

Bovbjerg, Barbara D.
SSA Disability: Other Programs May Provide Lessons for Improving

*Disabilities; Education Work Relationship; Educational Strategies; Elementary Secondary Education; *Lesson Plans; Mental Retardation; Program Development; Self Determination; Social Cognition; Teaching Methods; *Transitional Programs
IDENTIFIERS- *Life Centered Career Education

These three newsletter issues are designed for users of the Council for Exceptional Children's Life Centered Career Education (LCCE) curriculum. The newsletter's goal is to inform practitioners of curriculum implementation ideas and transition issues and to provide a forum for the exchange of ideas. Featured articles discuss meeting transition needs through community-based inclusion and LCCE, using portfolios to document training and work experience, stopping violence the LCCE way, using LCCE in the city to help empower the community, standards for transition personnel, cooking instruction, LCCE training programs, new legislation in helping crime victims with disabilities, and LCCE instruction in managing personal finances. (CR)

ED 445 443 EC 308 047

Bergert, Susan, Ed.
The LCCE Insider, 1999-2000.
PUB DATE- 00
NOTE- 18p.; Only two issues in this volume. For previous issues see ED 417 525 and EC 308 046.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Education; Curriculum Design; *Daily Living Skills; *Disabilities; Education Work Relationship; *Educational Certificates; Educational Strategies; Elementary Secondary Education; High School Equivalency Programs; Knowledge Level; Mental Retardation; Performance Based Assessment; Program Development; Self Determination; *Student Evaluation; Teaching Methods; *Transitional Programs
IDENTIFIERS- *Life Centered Career Education

These two newsletter issues are designed for users of the Council for Exceptional Children's Life Centered Career Education (LCCE) curriculum. The newsletter's goal is to inform practitioners of curriculum implementation ideas and transition issues and to provide a forum for the exchange of ideas. Featured articles discuss how one district used LCCE to develop an alternative diploma certifying students with disabilities are equipped for productive employment, independent living, and responsible citizenship; an outcome/skill transition checklist; implementing transition requirements of the Individuals with Disabilities Education Act; tips for using the LCCE Knowledge Batteries for career assessment; a career center that uses the LCCE to serve adults with developmental disabilities and youth in their last two years of high school; the appointment of a board of advisors to advise on the development and maintenance of the LCCE program; and tips for using the LCCE Performance Batteries for career assessment. A LCCE user survey is also included. (CR)

ED 445 444 EC 308 048

Roach, Virginia

ED 445 462 EC 308 069

Hussey, David L.; Guo, Shenyang; Schlegelmilch, Andrew
School-Based Mental Health Services in Urban Elementary Education: Child, Family, and Teacher Perspectives.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 4p.; In: The Annual Research Conference Proceedings, A System of Care for Children's Mental Health: Expanding the Research Base (12th, Tampa, FL, February 21-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Attendance; Behavior Change; *Behavior Disorders; Consultation Programs; Elementary Education; *Emotional Disturbances; Family Programs; *Integrated Services; *Mental Health Programs; *Outcomes of Treatment; Parent Attitudes; *Program Effectiveness; Teacher Attitudes; Therapy; Urban Schools

Using urban schools to provide a pivotal platform from which to launch mental health services, the target population in this study was a group of students (n=41), ages 5-13, with serious emotional disturbances and their families at two elementary schools in Cleveland, Ohio. The children were referred for school-based mental health services by their teachers. A private, non-profit agency provided intensive mental health services, including diagnostic assessment, individual and group therapy, in-home family therapy, family support groups, comprehensive case management, intensive summer therapeutic programming, and classroom support and consultation to the teachers. Overall, 95.6 percent of the parents or caretakers were happy with the services provided though the school-based mental health program. Approximately 95.7 percent felt that their child was doing better since starting the program and they were happy with the progress that their child and family made. The children evidenced similar positive responses on their portion of the client satisfaction surveys. Results indicated that 76.4 percent of the teachers (n=18) found the consultations with the school-based mental health staff helpful, 50 percent felt their students improved attendance, 44 percent felt their students improved academically, and 39 percent felt their students' disruptive behavior improved. (CR)

ED 445 463 EC 308 070

Nabors, Laura; Weist, Mark; Acosta, Olga; Tashman, Nancy
Quality Improvement and School-Based Mental Health Programs.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 5p.; In: The Annual Research Conference Proceedings, A System of Care for Children's Mental Health: Expanding the Research Base (12th, Tampa, FL, February 21-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; *Behavior Disorders; Coping;

Videotape .
PUB DATE- 96
NOTE- 43p.; Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Guidelines; Public Schools; *School Maintenance
IDENTIFIERS- England; *School Yards

This manual and videotape provides guidance on establishing effective school ground maintenance and management practices that link the grounds development phases with appropriate management. The video provides an overview of the key issues by showing approaches adopted by five different schools, and the manual explores these issues in greater detail offering additional outline information on the practice of maintenance and management of school grounds as well as a resource directory of organizations and contacts who can give support to schools. (Contains 24 references.) (GR)

ED 445 482 EF 005 566

Stueck, Lawrence E.
The Design of Learning Environments.
PUB DATE- 91
NOTE- 325p.; Ph.D. Dissertation, University of Georgia.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Educational Facilities Design; Elementary Education; *Elementary Schools; Public Schools; *Student School Relationship
IDENTIFIERS- *Learning Environment

This study, using the Eisner's Educational Criticism Model, examines the role school architecture plays in eliciting creative, self-directed, child-centered responses in elementary school students. An evaluation of 11 play environments; 7 learning environments; an integrated third grade curriculum known as the City Classroom is presented; and the evolution of their design, arts criteria, and evaluation of their impact on learners are described. The relationship of the role school architectural design and art has in developing individuals' capacities to deal with change is explored. The evolution of school building and school yard design is followed from the one-room school to a contemporary elementary school to investigate why educational facilities take the form they do. A three-dimensional evaluation matrix, comprising the three axes of environment, curriculum, and human needs is proposed for assessing learning environments. Five principles of design used in this study are discussed: environment; perception; conception; diversity; and scale. A hypothetical elementary school design (the Suburban School) is proposed using the matrix with these five principles. The study concludes that children exhibit increases in both ludic and epistemic behavior when interacting with rich and varied school learning environments. (Contains 55 references.) (GR)

ED 445 483 EF 005 674

Pesticides in Schools: Reducing the Risks.
PUB DATE- 96

(141)
DESCRIPTORS- *Building Obsolescence; Educational Facilities Design; *Educational Facilities Improvement; Elementary Secondary Education; *Public Schools

The U.S. Secretary of Education addresses the problem of school building deterioration in the United States, as reported by the General Accounting Office; and governmental responses to funding modernization efforts. The report lists three conditions necessary for designing new schools: school design should support an economy in which learning is a lifelong process; the design should be flexible to allow for technological and educational changes; and school designing should reflect political and economic realities. Use of the Qualified Zone Academy Bonds initiative to extend federal support to communities with school buildings that are too old to renovate is offered as a potential solution. (GR)

ED 445 509 EF 005 795

Geerdes, Harold P.
Music Facilities: Building, Equipping, and Renovating.
PUB DATE- 87
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Improvement; Elementary Secondary Education; Guidelines; *Music Facilities; School Construction; Space Utilization

This book provides guidelines for the music director, architect, and others in designing and constructing new music facilities or remodeling existing ones. It deals with music facilities at all educational levels and is concerned with the location, design, and size of the facilities; storage and auxiliary space provided; auditoriums and music shells; and equipment placed in those facilities. Additionally, it contains sample floor plans and photographs of recently completed facilities, and a bibliography of additional references. An appendix offers excerpts from "Opportunity-to-Learn Standards for Music Instruction: Grades Pre-K-12." (GR)

ED 445 510 EF 005 843

Frugal Construction Standards. Final Report .
PUB DATE- 00
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; Educational Facilities Improvement; Elementary Secondary Education; *Guidelines; Public Schools; *School Construction
IDENTIFIERS- *Florida

This booklet provides best practice recommendations for building functional and frugal schools in Florida. Seventeen best practice construction recommendations are addressed, including recommendations for sitework, concrete, masonry, metals, wood and plastics, thermal and moisture protection, doors and windows, finishes, equipment, furnishings, mechanical and electrical, and technology systems. Application procedures are also provided for design professionals to have their design students' messages, which might give them a disadvantage in completing coursework successfully. Specific research questions include the following: "What features of negotiation distinguish native speakers (NS) and non-native speakers (NNS)?" "What determines more efficient negotiation in online conferences between students and professors?" Six tables, five bar charts, and 49 references are included. (Author/KFT)

ED 445 531 FL 026 404

Altman, Roann
Customer-Oriented Program Design for Business Students.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Vancouver, BC, Canada, March 14-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Course Descriptions; *English for Academic Purposes; *English (Second Language); *Foreign Students; Graduate Students; Higher Education; Interviews; Limited English Speaking; Native Speakers; Program Design; Second Language Instruction; Second Language Learning
IDENTIFIERS- Content Area Teaching; University of Michigan

This paper is designed to help educators prepare non-native speakers of English for work in business by studying the overall effectiveness of English for specific purposes programs at the University of Michigan Business School. It describes the English for Business Studies (EBS) program established in 1986. Situated discourse research in a focus group of MBA students was conducted. Business school staff and faculty were interviewed, classes and student presentations and interactions were observed, and course syllabi were analyzed. The interviews and observations revealed that what was required for successful performance in the business school was not explicitly stated in the syllabi. Syllabi are sources of information about readings, assignments, and grading expectations, but most of the skills required (class participation; presentation, writing, and collaboration skills; and diversity and cultural awareness) were not stated explicitly--which put international students at a disadvantage. Because most requirements are incumbent on all students, regardless of nationality, it was a major task to sort out only those requirements incumbent on international students, because of their gaps in language and cultural knowledge. These skill were the focus of the EBS program. (Contains 11 references.) (KFT)

ED 445 532 FL 026 405

Kibbee, Douglas A. Ed.
Language Legislation and Linguistic Rights: Selected Proceedings of the Language Legislation and Linguistic Rights Conference (Urbana-Champaign, Illinois, March 21-23, 1996). IMPACT: Studies in Language and Society, Volume 2.
PUB DATE- 98
NOTE- 432p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- African Languages; English Only Movement; Ethnic Groups; Federal Legislation; Foreign Countries; French;

Reading Strategies; Second Language Instruction; Second
Language Learning; *Semantics; Syntax; *Teaching Methods;
*Thematic Approach; *Vocabulary Development

There is a multitude of research on vocabulary methods or strategies, how many relate to second language learners and the importance of vocabulary knowledge to reading comprehension. Researchers have explored the possibility that grouping words in a manner other than the traditional list of nouns, all fitting under a common theme, might be more beneficial for students. This suggests that it might be helpful to give a list of words that are not semantically related. However, there is a deficit in the research on teaching vocabulary by using different word clusters for elementary students and for students learning a second language. The study presented here attempted to answer the question "Will grouping vocabulary words thematically result in more words learned by second language students than semantic grouping?" In addition, this research produced data on the retention of new vocabulary data over 3 weeks and the students' opinions about the two types of word clusters. Participants were third, fourth, and fifth grade students receiving the same level of English-as-a-Second-Language (ESL) instruction. Results showed both word groupings were beneficial, suggesting teachers might consider using both semantic and thematic groupings to help second language elementary students learn new vocabulary words. Twenty-three appendices (containing sample worksheets, questionnaires, letters, lists, and other items associated with the research) and 22 references are included. (Author/KFT)

ED 445 551 FL 026 435

Canning-Wilson, Christine
Practical Aspects of Using Video in the EFL and ESL Classroom.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Teachers of English to Speakers of Other Languages Arabia Conference (Al Ain, United Arab Emirates, April 14, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; Educational Technology; *English (Second Language); Interactive Video; Limited English Speaking; Optical Disks; *Second Language Instruction; Second Language Learning; Videodisks; Videotape Cassettes

This paper discusses the mechanics of how and why to use videos to teach English-as-a-Second/Foreign Language (ESL/EFL). It is divided into three sections: a review of current theory on the use of video as an educational medium of instruction, using video in the ESL/EFL classroom, and key considerations for using video in the classroom with non-native speakers. Because academic listening tasks are often tested rather than taught, video offers foreign and second language learners a chance to improve their ability to understand comprehensible input. Videos allow teachers to ask both display and referential questions. Video tasks used in the EFL/ESL classroom can include but are not limited to creating advanced organizers and other visual representations and descriptors. Video tasks should be multi-layered in order to exploit all information and elements contained in the aural and visual texts. Additionally, it is essential that video tasks and lessons be perceived by the language learner as challenging and requiring effort. Students should not be able to answer questions based solely on what they see instead of what they hear. Otherwise it is technologies used to communicate with students (primarily web-based and video technologies); course development (including institutional support and faculty rights); characteristics of distance learning students (approximately equally divided between older and younger, full- and part-time; mostly undergraduates); faculty opinions about distance learning (advantages, concerns about, and comparison of distance learning and traditional courses in meeting educational goals); and current compensation practices. Forty-one graphics are included. The survey design and methods are appended. (SM)

ED 445 572   HE 033 146

Cross, K. Patricia
Portraits of Students (1969-1999): A Retrospective.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Association for Higher Education (Anaheim, CA, March 31, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activism; Adult Learning; College Admission; *College Students; Diversity (Student); *Educational Change; Educational History; Higher Education; Lifelong Learning; Open Enrollment; *Student Characteristics

This retrospective picture of college students over the past 30 years reflects what has been written about students in "Change" magazine between 1969 and 1999. Using the analogy of a museum gallery, the student portraits are grouped into five eras; each of which dominated the literature for approximately 10 years. The Gallery of Student Protest, portraying the late 1960s through the 1970s, is shown as a time of student unrest, discontent, activism, and radicalism, and the portraits reveal idealism, rebellion, and confusion. Portraits in the Gallery of Open Admissions are of students who gained admission to higher education despite poor school performance and are often confused with those in the next gallery, the Gallery of Diversity. However, most of the portraits in the Gallery of Open Admissions are of white students--the children of blue collar workers--while those in the Gallery of Diversity are of students of color. The Gallery of Lifelong Learning portrays students once labeled nontraditional, but now called adult, part-time learners, and they reflect new patterns in the design and delivery of higher education. The fifth gallery has portraits of Students as Consumers, comparison shoppers looking for the options that best serve their needs. (Contains 30 references.) (SM)

ED 445 573   HE 033 147

SFA Ombudsman Serving Students. Interim Report, September 1999 to March 2000.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Federal Aid; Higher Education; *Loan Repayment; *Ombudsmen; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- National Student Loan Data System

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Foreign Countries; *Higher Education; Internet; Multimedia Instruction; Teaching Methods
IDENTIFIERS- *Asia Pacific Region; Globalization; Japan; Video Teleconferencing

This collection of papers begins with a preface by Victor Ordenez, followed by opening speeches by Federico Mayor, Tetsuo Misumi, Heitor Gurgulino de Souze, and Wichit Srisa-an, and a keynote address by Takashi Kosugi. Three working papers include: "The University of the Future" (Edgardo J. Angara); "Institutional Challenges, Responses and Strategies" (Grant Harman); and "Educational Imperatives for a New Era" (Charles J. Ping). The four papers in the presentation section include: "Status of Multi-media and Education in Japan" (Shiro Matsuo); "Higher Education Over the Internet: Dawn of the Virtual University" (Ng. S.T. Chong); "Macro Issues and Microworlds: A Conceptual Framework for the Virtual University" (Ted Tschang); and "Internet Videoconference on the Future of Higher Education and Learning" (Ken Tsutsumibayashi). Closing speeches were presented by: George Haddad, Marco Antonio Rodrigues Dias, Edward Van Roy, S.A. Chowdhury, Mona D. Valisno, M.K. Tadjudin, Donald R. Gerth, Kastuhiko Nonaka, Ziaul Haque Zia, Yasuo Konishi, and Anuwar Ali. The final section is a "Declaration about Higher Education in Asia and the Pacific, and Plan of Action." A "Summary Report of the Conference" and "Schedule of Work" are appended. (SM)

ED 445 594 HE 033 188

Lombardi, John V.; Craig, Diane D.; Capaldi, Elizabeth D.; Gater, Denise S.
The Top American Research Universities. An Occasional Paper from the Lombardi Program on Measuring University Performance.
PUB DATE- 00
NOTE- 42p.; The Lombardi Program on Measuring University Performance is supported by Lewis M. Schott.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Analysis; Educational Assessment; Educational Finance; *Evaluation Criteria; *Evaluation Methods; Higher Education; *Institutional Characteristics; *Institutional Evaluation; Measurement Techniques; Performance; Private Colleges; Public Colleges; *Research Universities; State Universities
IDENTIFIERS- *U S News and World Report

This paper offers an alternative ranking of top American research universities, criticizing the methodology used by US News & World Report and its commercialization. It begins by questioning two "givens"--the American pursuit of the "best" and the rankings "game" of trying to define the best colleges and universities. Following a brief discussion on university characteristics and what is the definition of a research university, the paper presents a list of the nine indicators of performance used to rank the institutions in this report: total research expenditures; federal research expenditures; endowment assets; annual giving; faculty members in the National and peer review, and institutional climate; effect of stress; coping with stress; and sources of renewal. The monograph concludes with a brief review of ongoing and further work on spirituality in higher education. Appended are letters of invitation, the interview protocol, and a list of committee members(CH)

ED 445 614 HE 033 250

Cunningham, Stephen
What's in a Name Change? Using CIRP Data at a Transitional Two-Year College.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Enrollment Trends; Higher Education; Longitudinal Studies; Profiles; *School Demography; Student Behavior; *Student Characteristics; Student Surveys
IDENTIFIERS- Pennsylvania College of Technology

This paper details the ongoing study of the characteristics of incoming students at Pennsylvania College of Technology, (Penn College) which resulted from a merger in 1989 of Williamsport Area Community College and Penn State, leading to new programs and activities, e.g., bachelor degrees, on-campus housing, and athletics. The college periodically assesses its entering students by participating in the Cooperative Institutional Research Program (CIRP), sponsored by the American Council on Education and the Higher Education Research Institute; CIRP involves some quarter million students every year. The primary purpose of CIRP is to assess the effects of college on students; to do so, its entering student survey, which targets only first-time, full-time students, profiles them on a wide array of characteristics, enabling internal and external comparisons. The conclusions of study at Penn College so far indicate that although the entering population is evolving slowly, it continues to differ from national norms in more ways than it mirrors the traditional population. If in a decade of institutional upheaval, the pool of Penn College students is still more like those who came 10 years ago, the question for researchers is how often effort for studies like CIRP should be undertaken. (Contains 10 references.) (RH)

ED 445 615 HE 033 263

Wolff, Tracy L.; Bryant, Peter S.
Top Ten Trends in Enrollment Management. Synopsis: Higher Education Research Highlights.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Admission (School); *Admissions Officers; College Admission; *College Applicants; College Bound Students; College Choice; College Freshmen; Declining Enrollment; Educational Technology; *Enrollment Management; *Enrollment Trends; Higher Education; No Shows; Paying for College; School Demography; Student Financial Aid; *Student Recruitment

This national survey of college and university enrollment management practices examines how current technology is being used to make enrollment management more efficient and cost-effective. The report finds that more enrollment managers use

Adaptation to College Questionnaire, Help Seeking Inventory, Adaptive Style Inventory, and Academic Self-Efficacy Scale. The dependent variable (persistence or nonpersistence) was determined using student enrollment records from the following fall. Persistence related to dynamic interactions throughout the year involving students' self-evaluations. Persisters were students whose GPAs improved during the year, whose GPAs were consistent with their expectations, or who indicated they had adapted academically. Many students persisted despite contrary predictions because their successful social integration and feelings of fit with the institution compensated for academic performance inconsistent with expectations. Results highlighted a complex, dynamic relationship among multiple variables which modified feelings of attachment throughout the academic year. (Contains 27 references.) (SM)

ED 445 633 HE 033 306

Tomsic, Margie L.; Hendel, Darwin D.; Matross, Ronald P.
A World Wide Web Response to Student Satisfaction Surveys: Comparisons Using Paper and Internet Formats.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for International Research (40th, Cincinnati, OH, May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alumni; College Students; Higher Education; Sex Differences; Student Attitudes; Student Experience; *Student Surveys; *Test Format; *World Wide Web
IDENTIFIERS- *AIR Forum; *Paper and Pencil Tests; Student Experience Questionnaire; Student Satisfaction; University of Minnesota

This study compared college students who used the World Wide Web versus paper and pencil to respond to one of three surveys: the 1997 and 1999 Student Experiences Survey and 1998 University of Minnesota Graduate Survey. Students chose to respond by mail or via the Web. Researchers examined the proportion of students who used the Web versus those using paper and pencil; whether students using the Web differed significantly from those responding on paper; whether attitudes, experiences, and satisfaction levels of Web respondents differed significantly from those responding on paper; and whether rates of Web choice increased over time as respondents became more familiar with the Internet. Most students preferred paper and pencil, although the proportion of students selecting the Web doubled over time, suggesting that as students become more experienced in using the Web, their use increases. Younger students, who were more familiar with the Internet, selected the Web-based survey more often than older students. Men were more likely than women to use the Web-based survey. Current students in 1999 who selected the Web were significantly more likely to give the university high ratings in academic quality than were students who responded on paper. (SM)

ED 445 634 HE 033 307

Schartman, Laura; Rhee, Byung-Shik
Linking Student Retention Model with Institutional Planning: The Benefits and Limitations of a Student Matrix Model.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Forum of the

enrollment status, yearly performance data, time to graduation. Other factors considered by the analysis included financial aid and grade point average. It was concluded that the study demonstrated the potential of using HS&B data to study student outcomes. And it also demonstrates how event history modeling can be applied to longitudinal data to study events that take place over time. A third outcome of the study is the information provided to researchers and policymakers on the factors that affect student departure from college and how these effects change over time. Four figures and 11 data tables are included. (Contains approximately 53 references.) (CH)

ED 445 651 HE 033 341

Peterson, Marvin W.; Vaughan, Derek S.
A Study of the Institutional Factors Influencing the External Impacts of Student Assessment Information. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 46p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Evaluation Criteria; Evaluation Methods; Higher Education; *Institutional Characteristics; Institutional Environment; Methods Research; Outcomes of Education; Performance Factors; Research Methodology; Statistical Analysis; *Student Evaluation
IDENTIFIERS- *AIR Forum

This study examined the external impacts and monitoring patterns of student assessment information on institutions, based on institutional type and control in seven areas: student applications or acceptance rates, allocation or share of state funding, evaluations from regional accrediting agency, private fund-raising results, success on grant applications, communications with external constituents, and institutional reputation or image. It also examines how the external influences on, institutional approaches to, institution-wide support for, and assessment management policies and practices designed to promote the use of student assessment information influence institutional monitoring of that information. Using discriminant analysis the study identifies conceptual domains and variables that discriminate between institutions that monitor external impacts of student assessment and those that do not. It was found that fewer than 30 percent of institutions monitor external impacts--an exception being evaluation by regional accrediting agencies, which is considered by more than 50 percent of institutions. Some differences also were seen based on institutional type, student application or acceptance rates, allocation or share of state funding, and private fund-raising results, as well as on institutional control. (Contains 40 references.) (CH)

ED 445 652 HE 033 342

Volkwein, J. Fredericks; Valle, Sondra; Parmley, Kelli; Blose, Gary; Zhou, Ying
A Multi-Campus Study of Academic Performance and Cognitive Growth among Native Freshman, Two-Year Transfers, and Four-Year Transfers. AIR 2000 Annual Forum Paper.
PUB DATE- 00

rates of application and getting funds to the places with the greatest need. Application rates of the most impoverished public school districts were lower than those of most other school districts in the first year of the program, which may be a consequence of lower capacity in these communities. However, application rates rose for all types of entities in the second year of the program, and by even more for high-poverty districts than for other types of districts. Larger districts, schools, and libraries are more likely to apply for E-Rate discounts, and when approved receive the largest total amount of E-Rate funds and higher average funding per student (or person). This pattern also holds for application rates even after controlling for poverty or urban location, suggesting that larger organizations may have more of the human, technical, and fiscal capacity needed to apply for, and make effective use of, the E-Rate program. Detailed tables are appended. (AEF)

ED 445 672   IR 020 354

Miltiadou, Marios; Yu, Chong Ho
Validation of the Online Technologies Self-Efficacy Scale (OTSES).
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement; Computer Attitudes; *Computer Mediated Communication; Computer Oriented Programs; Distance Education; Educational Research; Educational Technology; Electronic Mail; *Evaluation Methods; Internet; *Online Systems; *Questionnaires; *Self Efficacy; *Student Attitudes; Teleconferencing

Educational researchers have employed various self-efficacy instruments in a wide spectrum of disciplines and academic settings. However, self-efficacy measures specific to the online environment have not been developed yet. This paper provides a brief history of the online environment and discusses the development and validation of an instrument that measures online students' self-efficacy beliefs with communication technologies such as e-mail, Internet, and computer conferencing. Content validity, construct validity, and reliability were established in order to validate this instrument. Factor analysis and correlational analysis revealed that all items could be collapsed into one scale. This indicated that there is only one unified construct for self-efficacy. The Cronbach's Coefficient Alpha for the whole instrument was 0.95. The Online Technologies Self-Efficacy Scale (OTSES) is appended. Contains 26 references. (Author/AEF)

ED 445 673   IR 020 355

Scherer, Marcia J.
The Different Perspectives Women with Disabilities Bring to Technology Use.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (108th, Washington, DC, August 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

evaluative activities; (2) a capacity to evaluate; and (3) an informed and robust critique. Two appendixes are "The Performance of the VET System: Further Details" and "Some Possible Topics for Evaluation of National Initiatives." (YLB)

ED 445 191 CE 080 633

Noll, Cheryl L., Ed.; Graves, Pat R., Ed.
Business Education Index, 1999. Index of Business Education Articles and Research Studies Compiled from a Selected List of Periodicals Published During the Year 1999. Volume 60.
PUB DATE- 00
NOTE- 229p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Accounting; Adult Learning; *Business Communication; *Business Education; Career Education; Classroom Techniques; Colleges; Community Colleges; Counseling; Distance Education; Education Work Relationship; Educational Administration; *Educational Research; Graduate Study; Graphic Arts; Guidance; High Schools; Indexes; *Information Systems; *Instruction; *Journal Articles; Junior High Schools; Keyboarding (Data Entry); Office Management; Personnel Management; Postsecondary Education; Research Methodology; Teacher Education; Technology Education; Vocational Education

This publication comprises an index of business education articles and research studies compiled from a selected list of business education periodicals and those related to business education published during 1999. Priority is given to journals essential to research and teaching over the broad business education spectrum. Subject entries (pages 1-117) are arranged in alphabetical order by major subject category and then by subcategories. Major categories contain miscellaneous entries related to that topic; subcategories contain more specific entries. Each article is indexed under at least one and no more than four subjects. The 11 major categories (and number of subcategories) are basic business (8); communications (7); curriculum (5); document design and production (6); general educational issues (4); information systems (12); office management (4); personnel issues (6); research methodology/issues; teaching (17); and training and development (2). Authors (pages 119-219) are listed in alphabetical order and entries are repeated under second and additional authors. All entries have the title, author(s), publication, volume and number (if applicable), inclusive pages, and date. The "Publications Indexed" section in the back supplies full titles and addresses for indexed publications. (YLB)

ED 445 192 CE 080 635

Radford, John, Ed.
Gender and Choice in Education and Occupation.
PUB DATE- 98
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Biological Influences; *Career Choice; Career Education; *Course Selection (Students); Developed Nations; Elementary Secondary Education; *Environmental Influences; Females; Foreign Countries; Higher Education; Males; Managerial Occupations; Nature Nurture

be targeted for services; (4) situations where services should be offered; (5) ways services should be delivered; and (6) program options (providing traditional support services; providing a broader range of services for the hard-to-place; using extended case management; mentoring; providing employer support; expanding access to good jobs; creating good jobs by filling niches; transforming job cyclers into strategic job movers; creating employer consortia; combining literacy, other basic education, and continued skills training with work; using public service employment and community work experience programs). Section 3 reviews the findings of research about ways of expanding employment for welfare recipients. Section 4 profiles 21 innovative programs in the following categories: supporting new workers; supporting employers; and finding market niches and targeting high-wage jobs. The bibliography lists 10 resource contacts and 44 publications. (MN)

ED 445 208 CE 080 663

Cohen, Marie
Promoting Education among TANF Teens.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; Edna McConnell Clark Foundation, New York, NY.; Ford Foundation, New York, NY.; Foundation for Child Development, New York, NY.; Administration for Children and Families (DHHS), Washington, DC.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Adult Education; Agency Cooperation; Agency Role; Counseling Services; Dropout Prevention; Early Parenthood; *Education Work Relationship; Educational Counseling; Eligibility; Federal Legislation; Guidelines; One Parent Family; Out of School Youth; *Policy Formation; Public Agencies; *Public Policy; School Holding Power; Secondary Education; Social Science Research; *Welfare Recipients; World Wide Web; *Youth Employment; Youth Programs
IDENTIFIERS- *Educational Marketing; Personal Responsibility and Work Opp Recon Act; *Temporary Assistance for Needy Families; Welfare Reform; Welfare to Work Programs

This document examines issues related to promoting education among teenage recipients of Temporary Assistance for Needy Families (TANF). The document begins with background information about the provisions of recent federal legislation affecting TANF recipients under age 20. The following are among the 16 policy and management issues considered in Section 2: (1) special services that states should provide to promote education for TANF teens; (2) extension of education requirements and services to TANF teens who are not parents; (3) possible exemption of some teens from education requirements; (4) possible alternatives to traditional schooling that should be allowed and provided; (5) sanctions for noncompliance; (6) possible provision of bonuses for teens who stay in school; (7) ways of monitoring TANF teens' behavior; (8) support services needed by teens in order to attend school; and (9) ways TANF agencies can collaborate with other agencies to encourage school attendance among TANF teens. Section 3 reviews the findings of research about initiatives to encourage school completion among teenage TANF recipients. Section 4 describes 21 innovative practices promoting school is a great need for improving the vocational education and training system in Turkey, especially since Turkey is now a candidate to join the European Union; (2) although in theory the existing relationship between education and work creates a promising basis for the development of vocational education and training, in practice the links are frequently insufficient and the effectiveness of the system varies enormously from region to region; (3) the role of social partners in vocational training needs to be developed; (4) the high degree of specialization in vocational training schools has become outdated with respect to labor market needs; (5) a needed reform that is being implemented is the creation of a modular curriculum structure, although an integrated system of vocational qualifications and standards has yet to be developed; and (6) teacher training, both preservice and inservice, needs to be strengthened. Some of the recommendations of the study include increasing the efficiency of the training system, building institutional capacity, and establishing a system of continuing training. (Contains 33 references.) (KC)

ED 445 226   CE 080 695

Modernisation of Vocational Education and Training in Bulgaria. National Observatory Country Report, 1999.
SPONS. AGENCY- European Training Foundation, Turin (Italy).
PUB DATE- 99
NOTE- 104p.; Project supported by the European Union's Phare and Tacis Programmes. For related documents, see CE 080 696-702.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Developing Nations; Economic Development; *Education Work Relationship; Educational Change; *Educational Improvement; *Educational Needs; Educational Philosophy; *Educational Policy; Employment Qualifications; Foreign Countries; Government School Relationship; International Educational Exchange; Modernization; National Surveys; Postsecondary Education; School Business Relationship; Secondary Education; *Technical Education; *Vocational Education
IDENTIFIERS- *Bulgaria

This report provides an overview of the state of vocational education and training systems in Bulgaria, in the context of the history and the present economic development of the country. The report is organized in nine sections that cover the following topics: (1) political and socioeconomic background information, including economic development, demography, and the labor market; (2) modernization of vocational education and training system, including organization and main features; (3) human resource development of managers and administrators; (4) research on vocational education and training and the labor market; (5) institutions responsible for state policy on vocational education and training; (6) legislation; (7) financing of vocational education and training and continuing vocational training; (8) the contribution of bilateral and multilateral donors to vocational education and training reform; and (9) constraints, challenges, and future needs, among them these key priorities: dissemination of the VETERST pilot school activities, institution-building and training at the regional level, and development of continuing training activities for groups vulnerable to unemployment and social exclusion. The document also contains a list of abbreviations, a bibliography listing 29 references, a glossary defining 14 terms, lists of major professional development resources, information, and services that the state's adult education practitioners wanted, a study was conducted to ask the question, "Why do adult education practitioners use a state literacy resource center?" Data were collected from three administrators, one program manager, two regional specialists, and four classroom teachers. All were Caucasian females ranging in age from the late 30s to the early 50s. Two group interviews were conducted (one with the administrators and the other with the teachers), and e-mail messages were collected. The study found five main reasons why practitioners use the center: (1) to receive information about off-site conferences and workshops; (2) to access on-site staff development and training opportunities; (3) to borrow from the lending library; (4) to access project and grant information; and (5) to receive referral information. The study concluded that the center works well to serve practitioners' needs and that it should keep doing what it is doing, especially offering access to conferences. (KC)

ED 445 244 CE 080 719

Guthrie, Barbara
Thinking about Students' Thinking. Practitioner Research Briefs, 1999-2000 Report Series.
SPONS. AGENCY- Virginia Association of Adult and Continuing Education, Charlottesville.; Virginia State Dept. of Education, Richmond. Div. of Adult Education Services.
PUB DATE- 00
NOTE- 4p.; For related documents in the series, see ED 435 207 and CE 080 713-720. Funded under Section 353 of the Adult Education Act, Title VI, P. 93-38 and Amendments.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Classroom Techniques; *Critical Thinking; High School Equivalency Programs; *Reflective Teaching; Student Characteristics; *Teaching Methods; *Thinking Skills
IDENTIFIERS- Blooms Taxonomy; General Educational Development Tests; *Project Head Start; Reflective Thinking

A study was conducted at a program in rural southwest Virginia to determine whether Head Start parents and adult basic education/high school equivalency program students use critical thinking skills. More than 50 definitions of critical thinking were collected, and Bloom's Taxonomy was reviewed for background information. The teachers' manual for the GED (General Educational Development) tests also was reviewed. A journal of classroom observations and reflections was kept, and three classes were videotaped. The study found that the students were able to compare, judge, and evaluate. Critical thinking also was demonstrated as students spontaneously discussed a short story. Students were able to relate the short story plot to a real-life incident. Additional findings included that the students told the teacher how and what to teach through subtle messages. The study concluded that teachers should tape at least one class and listen to their students carefully in order to model their own critical thinking skills. (KC)

ED 445 245 CE 080 720

Flowers, Susan
Understanding the Learner Who Is Court-Mandated To Learn. Practitioner Research Briefs, 1999-2000 Report Series.

program contact. The programs profiled are as follows: (1) Youth Start (which serves a 12-county service delivery area in Maine); (2) Work for Worcester's Youth (Worcester, Massachusetts); (3) Eagle Enterprises (Egg Harbor Township, New Jersey); (4) the Step-Up Program (Milwaukee, Wisconsin); (5) the Southeast Minnesota Year-Round Youth Employment Program (Rochester, Minnesota); (6) Pima County Community Services (Tuscon, Arizona); (7) the San Diego Workforce Partnership (San Diego, California); and (8) the Northwest Washington Workforce Development Council (Bellingham, Washington). (MM)

ED 445 262   CE 080 754

Malone, Susan E.; Arnove, Robert F.
Planning Learner-Centred Adult Literacy Programmes. Fundamentals of Educational Planning 58.
SPONS. AGENCY- Swedish International Development Cooperation Authority, Stockholm.
PUB DATE- 98
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; Adult Educators; *Adult Literacy; Adult Programs; Agency Cooperation; Classroom Techniques; Community Programs; Cooperative Planning; Culturally Relevant Education; Curriculum Development; Developed Nations; Developing Nations; Educational Needs; Educational Objectives; Educational Planning; Educational Practices; Educational Research; Foreign Countries; Guidelines; Instructional Materials; *Literacy Education; Marketing; Material Development; Needs Assessment; Participative Decision Making; *Program Administration; Program Development; Program Evaluation; Public Relations; Reading Instruction; Resource Allocation; Staff Development; *Student Centered Curriculum; Student Recruitment; *Sustainable Development; Teacher Education
IDENTIFIERS- Recruitment; *Sustainable Development; Teacher Education

This booklet, which is intended for individuals engaged in educational planning and administration, senior government officials, and policymakers in developing and developed countries alike, provides guidance regarding planning, implementing, and administering learner-centered adult literacy programs. Chapter 1 examines the following topics related to the importance of literacy and planning: literacy and its role in development; planning and implementation as a cyclical process; and planning, implementation, and management as a participatory process. The following are among the aspects of preliminary decision making discussed in Chapter 2: decisions about program goals and objectives; decisions about program size and scope; decisions about the language(s) of instruction; and decisions about the types of literacy classes that will be established. Chapter 3 outlines strategies for program implementation and maintenance that deal with the following areas of activity: preliminary research; promotion; recruiting and training literacy personnel; developing curricula; developing and producing reading materials; and evaluation. Chapter 4 considers the following features of sustainable literacy programs: (1) wise use of human, material, and financial resources; (2) cooperative relationships among supporting agencies; (3) institutionalized infrastructures; and interviewed about the following issues: how they address the language, literacy, and numeracy requirements of the competency standards governing their programs; how they assess students' mastery of the competencies; and how existing training and assessment practices can be improved. The following were among the main findings: (1) all staff interviewed were aware of the importance of language, literacy, and numeracy training and believed that the training packages' references to the said skills were not explicit enough; (2) concern was expressed over the frustrations that students with poor literacy skills experience when using the training packages; and (3) trainers were generally pleased with training packages' emphasis on self-paced, flexibly delivered learning. The trainers also identified numerous funding issues and called for more articulation to postsecondary education and more professional development activities. (The questions asked of training providers are appended.) (MN)

ED 445 279   CE 080 795

McGuirk, Jenny
Literacy & Numeracy in the Certificate IV in Assessment and Workplace Training.
SPONS. AGENCY- Australian National Training Authority, Brisbane.; Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 00
NOTE- 74p.; An investigation by the New South Wales Centre of the Adult Literacy and Numeracy Australian Research Consortium. For related reports by the same preparing institution, see CE 080 790-797.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Adult Basic Education; Adult Literacy; Case Studies; Competence; Competency Based Education; Delivery Systems; Educational Needs; Educational Resources; Employment Qualifications; Evaluation Methods; Foreign Countries; Fused Curriculum; Instructional Materials; *Integrated Curriculum; Internet; Job Performance; Job Skills; *Job Training; Labor Force Development; *Literacy Education; National Curriculum; *Numeracy; Outcomes of Education; Performance Based Assessment; *Personnel Evaluation; *Student Certification; Teacher Attitudes; Trainers; Urban Areas; Urban Education; Vocational Education; Workshops; World Wide Web
IDENTIFIERS- Australia (New South Wales); Impact Studies; National Training Packages (Australia)

The impact of inclusion of literacy and numeracy into Australia's Certificate IV in Assessment and Workplace Training was examined in a case study in New South Wales (NSW). Data were collected through the following activities: interviews with key informants from urban and regional NSW; observations of the delivery of units of competency from the certificate by an urban registered training provider at two 3-day workshops and informal interviews with workshop participants; and a phone survey of a small number of registered training organizations in NSW. A major skills gap was perceived between trainers and assessors with the previous qualifications and what is required for the new qualification, especially in the area of awareness of literacy and numeracy. Trainers and assessors requested more support materials but appeared unaware of resources currently available through the Australian National Training Authority or National Assessors and Workplace Trainers Body (NAWTB) Web site. (The bibliography lists 35 references. The following integrating the findings from naturalistic studies can foster more accurate understanding of the everyday challenges confronting clinicians in the field. (Contains 24 references.) (Author/JDM)

ED 445 298 CG 030 353

Everett, Barbara; Gallop, Ruth
The Link between Childhood Trauma and Mental Illness: Effective Interventions for Mental Health Professionals.
PUB DATE- 01
NOTE- 333p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Abuse; Counseling; Counselor Client Relationship; *Counselor Role; *Counselor Training; Mental Health; Professional Training; Sexual Abuse; Theory Practice Relationship
IDENTIFIERS- *Child Abuse Survivors; Healing Effect; Recovered Memories; Traumas

Many people seeking help from the mental health system have histories of childhood trauma from sexual and physical abuse. Little literature is available for counselors, mental health workers, and other professionals on the topic of specialized therapy for abuse survivors. Counselors have a crucial role in helping these clients heal and recover. The learning needs of these counselors are not the same as those of other trauma treatment professionals. This book provides mental health counselors with the knowledge and skills they need for their direct practice. Although each chapter can be read independently, the book is designed as a progression, with each part building upon the previous one. Chapter One reviews the barriers that inhibit the acknowledgment of child abuse as an important factor in clients' backgrounds. Chapter Two presents a multidimensional model that unites factors such as the specific nature of abuse, values, genetic, and sense of self. Chapters Three and Four review the research about the prevalence of childhood trauma and its potential impact on adults. Chapter Five discusses the issues of recovered memory and false memory syndrome. Chapter Six introduces the topic of asking about child abuse. Chapter Seven focuses on client-professional relationships and active practice strategies. Chapters Eight, Nine, and Ten highlight issues such as the full recovery process, credible treatment models, and ways to listen to client's stories in order to better understand their concerns. In the remaining chapters, special topics are addressed by utilizing the expertise of three guest authors. They consider the abuse survivor who is overwhelmed by crisis events, men's concerns, and concerns of survivors of war. Personal and professional self-care is also considered. (Contains 2 figures; 1 table; 2 appendixes; and 338 references.) (JDM)

ED 445 299 CG 030 355

Kashani, Javad H.; Allan, Wesley D.
The Impact of Family Violence on Children and Adolescents. Developmental Clinical Psychology and Psychiatry, Volume 37.
PUB DATE- 98
NOTE- 110p.

ED 445 319 CS 014 098

Paris, Norma Jean
An Investigation of Consistency between Theoretical Orientations to Reading and Planning for Reading Instruction: A Three-Year Study.
PUB DATE- 97
NOTE- 163p.; Ph.D. Dissertation, Louisiana State University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Educational Planning; Elementary Education; Higher Education; Longitudinal Studies; *Reading Instruction; Reading Research; Student Teachers; *Teacher Attitudes; *Teacher Behavior; *Teacher Education
IDENTIFIERS- Theoretical Orientation to Reading Profile

The purpose of this three-year study was to investigate the participants' theoretical orientations to reading over time. By presenting an in-depth description of the thoughts and actions, as related to the research questions, of nine student teachers during their student teaching experience, and again three years later as elementary teachers, this study provided valuable insights into the degree to which a well-defined theoretical orientation to reading is internalized and how it manifests in classroom practices. The research questions that were investigated included the durability of theoretical orientations to reading, consistency between theoretical orientations and planning for reading instruction, and the identification of enabling or constraining factors that influenced consistency between theoretical orientations and planning. Results indicated that: (1) the participants' theoretical orientations to reading appeared to be internalized and the remained consistent over time; (2) theoretical orientations and daily planning for reading instruction were consistent for 2 students teachers (and inconsistent for the other 7), while after 3 years of teaching, orientations and planning were consistent for 4 participants and inconsistent for 5; (3) administrative support was considered an enabling factor in the opportunity to carry out personal beliefs about instruction; (4) use of basals and accompanying teacher guides was both an enabling and a constraining factor in planning reading instruction; and (5) participants described teaching as an exhausting profession, and at times wondered if they could continue to endure the stress. The knowledge contributed by this study has implications for such practical concerns as the development and implementation of teacher preparation programs and inservice education. Contains 42 references and 3 tables of data. Appendixes contain a permission letter and the Deford Theoretical Orientation to Reading Profile. (Author/RS)

ED 445 320 CS 014 099

Ediger, Marlow
Issues in Reading Instruction.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; *Phonics; Public Schools; *Reading Achievement; *Reading Instruction; Student Needs; Teacher Role; *Whole Language Approach

DESCRIPTORS- Classroom Research; *Cognitive Development;
  Elementary Education; *Fairy Tales; Foreign Countries; *Motifs
IDENTIFIERS- *Author Reader Relationship; *Cause Effect
  Relationship; Literary Theory; Response to Literature; Slovakia

The traditional treatment of literary texts in Slovene schools took place in the form of a search for the "true message" of the literary work. The new Slovene literary didactics assumes that the teacher no longer explains to the student the meaning of this or that literary work. Rather he/she knows that the literary work can be comprehended only within the range of the immanent horizon of expectation. The teacher can provide the structure, the directions, and the possibilities or outlines (for discussion about literature), but the real link in the literary class is the link between the author and the reader. Full reception does require the understanding of the literary work, the perception of a large enough number of textual indicators--too large a gap between the author's and reader's code of comprehension can prevent or at least reduce the intensity of the literary aesthetic experience. A study explored the perception of the cause-effect relationship in the reception of the fairy tale in the period of concrete intellectual operations. Of the children questioned about "The Golden Bird" by Jakob and Wilhelm Grimm, only 68% perceived and understood the cause-effect relationship and completed a task with sentence parts correctly. Findings show that the perception of cause-effect relationships between motifs necessitates a certain level of syntactic-linguistic development, which not all children attain at the same time. (Contains 19 notes and 13 references.) (NKA)

ED 445 341   CS 217 252

Beach, David
Constructing Composition and Critical Thinking.
PUB DATE- 00
NOTE- 24p.; Paper presented at the International Conference for
  Global Conversations on Language and Literacy (4th, Utrecht,
  The Netherlands, August 1-5, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052),Speeches,
  Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; *Critical Thinking; Higher
  Education; Instructional Innovation; *Research Skills; Student
  Participation; *Student Projects; *Writing Assignments;
  *Writing Instruction
IDENTIFIERS- Writing Prompts

This paper discusses a first-year, second-semester composition course that develops thinking, reading, and writing skills both on an individual and on a group level; it is designed to enhance research and writing skills developed in the first-semester course. With this and the departmental course requirements in mind, according to the paper, the curriculum was structured around a semester-long project. The paper explains that the class partners brainstorm topics for the project, discuss the topics dismissing those which are not feasible and elevate those which are, and reach a consensus on personal interest and expertise--the final required product is the publication of the project on the Internet. The prompts to start the project are detailed in the paper, as well as ancillary assignments which build the research inquiry skills needed for the project. The paper also includes examples of specific classes and their interactions. A syllabus is mealtime explanatory talk, the rare word ratio was larger in extended discourse than in the full transcript, suggesting that different types of extended discourse offer variable opportunities for children to talk about words they may not know. Contains 35 references and 5 tables of data. (Author/RS)

ED 445 362 CS 510 390

Chapman, Virginia L.
Style versus Substance in Public Debate: Smoke and Mirrors?
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Higher Education; *Language Processing; *Language Rhythm; *Persuasive Discourse; Secondary Education; *Speech Communication
IDENTIFIERS- *Meaning Construction; *Stylistics

Teachers of communication are aware that communication contains both content and relationship dimensions, or style and substance, which deliver attitudes and ideas to an audience. The key in transmission of meaning is how the sender selects each word or delivery device to trigger the desired response in the receiver. How style influences substance is important, and it includes: (1) listener ability to receive the message; (2) rate of speech; (3) adherence to rules of English; (4) clarity of language and selection of precise and accurate words; (5) eloquence and use of language devices; (6) precision of language style and appropriateness to audience; (7) sincerity; and (8) appearance and nonverbal communication. Style influences content, and must be thought of as a tool to convey content in public address. Contains 13 references. (EF)

ED 445 363 CS 510 396

Huston, Aletha C.; Wartella, Ellen; Donnerstein, Edward
Measuring the Effects of Sexual Content in the Media: A Report to the Kaiser Family Foundation.
PUB DATE- 98
NOTE- 92p.; "With assistance from Ronda Scantlin and Jennifer Kotler."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Individual Development; Mass Media; *Mass Media Effects; Media Research; *Research Methodology; *Sexuality; Social Science Research; *Youth
IDENTIFIERS- Research Suggestions

This report was prepared at the request of the Kaiser Family Foundation to examine the methodological options for investigating the effects of sexual content in the media on children and adolescents. To discuss the issues and prepare the report, a forum of 20 scholars with expertise in sexuality, sexual development, media analysis, and media effects was convened. The report reviews what is known about the relations of entertainment media to sexual development during childhood and adolescence, considers methodological issues and challenges in studying the topic, and proposes some fruitful directions for future research. The report is not intended to debate

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; *Literary Criticism; Poetry; Religious Cultural Groups; *Religious Factors; *Rhetorical Criticism
IDENTIFIERS- *Bhagavad Gita; Evil

This paper uses narrative criticism to analyze the ancient Indian religious poem, the "Bhagavad Gita." This important text, the second most widely translated piece of literature in the world, will receive much-deserved rhetorical attention to its narrative and how this helps construct issues of the self, the world, action, and ontology. Issues of narrative probability and fidelity will be discussed, focusing on the challenges a cross-cultural and temporally-distant artifact provides to the modern critic. (Contains 43 references.) (Author/RS)

ED 445 383 CS 510 431

Stroud, Scott R.
This House Can't Believe: Resolutional Reform in Parliamentary Debate.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the Western States Communication Association (71st, Sacramento, CA, February 25-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; *Debate Format; Higher Education; Persuasive Discourse
IDENTIFIERS- *National Parliamentary Debate Association; *Resolutions

Forensic educators stand at a pivotal point in the development of National Parliamentary Debate Association (NPDA) debate culture and standards; we have enough experience behind us to see where NPDA is going, but not so much "tradition" as to enslave us to the past. One area of reform that is highlighted by this paper is the removal of the traditional phrase "This House believes that" in NPDA resolutions. It is my argument that this phrase, when defined, turns the debate into one of verifying the epistemic beliefs of whatever "This House" stands for. This has the educationally detrimental consequences of precluding resolutions of value, fact, and policy from the debate realm. Easy and effective solutions are offered for rephrasing resolutions. (Contains 19 references.) (Author/RS)

ED 445 384 EA 029 310

Eidson, Carrie Baylard; Hillhouse, Edward D.
The Accelerated High School: A Step-by-Step Guide for Administrators and Teachers.
PUB DATE- 98
NOTE- 201p.; Forward by Henry M. Levin.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

samples are also included to help schools customize their evaluation efforts. Each chapter includes handouts, small-group activities, transparency masters, and step-by-step instructions for creating an effective evaluation. A list of print and online resources appears in the back. (RJM)

ED 445 404 EA 030 610

Berryman, Sue E.
Hidden Challenges to Education Systems in Transition Economies.
PUB DATE- 00
NOTE- 145p.; Produced by the World Bank, Europe and Central Asia Region, Human Development Sector.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communism; *Developing Nations; Economic Development; Educational Administration; *Educational Change; Elementary Secondary Education; Foreign Countries; *Government Role; Government School Relationship; Problems
IDENTIFIERS- *Transition Management; World Bank

This book, published by the World Bank, sounds the alarm for education in Europe and Central Asia (ECA). It describes how the transition from communism to free-market economies has left many countries' educational systems in disarray. At the start of transition, ECA education systems had solved problems that plagued other regions of the world, such as limited access and gender inequalities, but a recent analysis of the ECA region revealed emerging problems. The book serves as a regional alert and as a guide for developing strategies that ECA governments and the World Bank can use to initiate reforms. The text is divided into six chapters, five of which highlight a suggested approach to relieving problems in education: (1) realign education systems with market economies and open societies; (2) combat poverty by increasing educational fairness; (3) finance for sustainability, quality, and fairness; (4) spend resources more efficiently; and (5) reinvent governance, management, and accountability. A final chapter outlines the role of the World Bank and the six principles the Bank will use to determine whether or not to lend money to an ECA country. Each chapter features numerous tables and figures. A final section has 17 tables that include demographic information, education enrollment rates, unemployment levels, and educational finance. (Contains a glossary and 88 references.) (RJM)

ED 445 405 EA 030 615

Broughman, Stephen P.
Private School Online Directory. CD-ROM, Version 1.00e .
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Data Collection; Elementary Secondary Education; *Enrollment; Information Dissemination; Optical Data Disks; *Private Schools
IDENTIFIERS- National Center for Educational Statistics; *Private School Survey (NCES)

This CD-ROM contains the 1997 Private School Locator. It includes names, addresses, telephone numbers, enrollment, and other descriptive data for 29,845 private schools in the 50 states

Return-to-Work Efforts. Testimony before the Subcommittee on Social Security, Committee on Ways and Means, House of Representatives.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Delivery Systems; *Disabilities; *Employment; Federal Programs; *Financial Support; Foreign Countries; Health Insurance; Incentives; Interviews; *Private Sector; *Rehabilitation Programs; Social Services; Vocational Rehabilitation
IDENTIFIERS- Germany; Netherlands; *Social Security Disability Insurance; Sweden

This report compares the Social Security Administration's Disability Insurance (DI) program and the practices of the private sector and other countries in helping people with severe disabilities return to work. Information was gathered in in-depth interviews and a review of policy documents and program data at three private sector disability insurers: UNUMProvident, Hartford Life, and CIGNA. Program officials and other experts on the disability systems of Germany, Sweden, and the Netherlands were interviewed. Disability systems of the private insurers and the countries reviewed integrate return-to-work considerations early after disability onset and throughout the eligibility assessment process. This involves determining, as well as enhancing, the ability of each claimant to return to work. In addition, these systems provide incentives for claimants to take part in vocational rehabilitation programs and to obtain appropriate medical treatment and for employers to provide work opportunities for claimants. Managers of these systems have developed techniques to use staff with the appropriate expertise to provide return-to-work assistance to claimants in a cost-effective manner. In comparison, the Social Security Administration was found to have an eligibility determination process that concentrates on applicant's incapacities, an "all-or-nothing" benefits structure, and return-to-work services offered only after a lengthy determination process. (CR)

ED 445 425 EC 308 029

Scanlon, William J.
Children with Disabilities: Medicaid Can Offer Important Benefits and Services. Testimony before the Committee on the Budget, U.S. Senate.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Children; *Disabilities; *Federal Legislation; *Financial Support; Health Care Costs; *Health Insurance; Health Services; *Medical Services
IDENTIFIERS- *Medicaid; Proposed Legislation

This testimony before the U.S. Senate Committee on the Budget discussed Medicaid coverage of children with disabilities and the proposed Family Opportunity Act of 2000 that would create a new state option to allow parents who have a child with a severe disability or a potentially severe disability to

Center for Policy Research on the Impact of General and Special Education Reform on Student with Disabilities. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Disabilities; Educational Assessment; *Educational Change; Educational Innovation; Elementary Secondary Education; *Outcomes of Education; *Regular and Special Education Relationship; *Student Participation

This final report discusses the activities and outcomes of the Center for Policy Research on the Impact of General and Special Education Reform, a federally funded center that investigated and analyzed critical issues in current general and special education policies, their interactions, and their impact on students with disabilities. The center staff conducted ten primary studies over the course of five years. Findings from each of these studies are listed. Overall results of the studies indicate: (1) despite efforts to the contrary, special education and general education are still very separate; (2) the schedule of federal reauthorization, the promulgation of regulations, and other waivers that allowed states to delay the implementation of federal law meant that many of the changes expected in state and districts did not happen within the timeline of the Center; (3) there are marked differences in the degree to which standards-based reform is implemented across schools and the degree to which students with disabilities are included in standards-based reform; (4) there is a need to consolidate the work of the Center and other federal efforts; and (5) the federal government needs to continue to search for methods to encourage collaboration among its funded research. (CR)

ED 445 445 EC 308 049

Gamble, David
An Analysis of Disability Support Services in Higher Education.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Administrator Role; Civil Rights Legislation; College Role; *Disabilities; *Disability Discrimination; Educational Responsibility; Eligibility; *Federal Legislation; Higher Education; *Legal Responsibility; *Student Personnel Services; Student Responsibility
IDENTIFIERS- *Americans with Disabilities Act 1990; *Rehabilitation Act 1973 (Section 504)

This paper analyzes disability support services in higher education to provide administrators with a clearer understanding of disability support services and the legal requirements for their institutions to provide accommodations to students with disabilities. It begins by discussing the rapid growth in the number of college students with disabilities and in the number of post-secondary disability service providers. Requirements under Section 504 of the Rehabilitation Act of 1973 are reviewed and include the stipulation that any post-secondary institutions receiving

Educational Environment; Elementary Secondary Education;
*Emotional Disturbances; Family Programs; *Integrated Services;
Mental Disorders; *Mental Health Programs; *Outcomes of
Treatment; Participant Satisfaction; Program Effectiveness;
*Psychological Services; Stress Management; Student
Characteristics
IDENTIFIERS- *Maryland (Baltimore)

This report discusses the outcomes of a study that reviewed activities to ensure quality of care for adolescents receiving mental health services in the School Mental Health Program (SMHP), based in the Department of Psychiatry at the University of Maryland School of Medicine. For this program a team of clinicians, as well as trainees in each area, provide services in Baltimore City public schools. Services provided include individual, group, and family therapies; case management; collaboration, such as developing wraparound service plans; and primary, secondary and tertiary prevention activities, which include conducting mental health educational activities in school. Quality improvement activities for the SMHP were conducted in three phases: a structural appraisal, an evaluation of the treatment process, and an examination of treatment outcomes. Results indicate: (1) stakeholders were satisfied with services, however, all groups recognized a supply and demand problem; (2) students were commonly coping with bereavement and loss issues and needed to learn skills to manage anger, improve self-esteem, or to improve their coping skills in the classroom or in peer relationships; and (3) students were highly satisfied with the mental health services they received and valued the therapeutic relationship and skills they learned during therapy. (Contains 16 references.) (CR)

ED 445 464 EC 308 071

Knoff, Howard M.
Project ACHIEVE and the Need To Create Effective Building-Based Social Skills, Discipline/Behavior Management, and School Safety Systems.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 8p.; In: The Annual Research Conference Proceedings, A System of Care for Children's Mental Health: Expanding the Research Base (12th, Tampa, FL, February 21-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Behavior Disorders; *Conflict Resolution; Educational Environment; Elementary Education; *Emotional Disturbances; *Inservice Teacher Education; Peer Relationship; *Prevention; Professional Development; Program Effectiveness; Program Evaluation; *Underachievement
IDENTIFIERS- *Social Skills Training

This report describes the activities and outcomes of Project ACHIEVE, an innovative educational reform program targeting academically and socially at-risk and underachieving students. Project ACHIEVE began as a district-wide training program for school psychologists, guidance counselors, social workers, and elementary-level instructional consultants, and is not a school-based/whole-school professional developing program.

NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Board of Education Policy; Elementary Secondary Education; *Pesticides; *Public Schools
IDENTIFIERS- Health Hazards; *New York; Poison Prevention; *Warning

This report presents findings of state-wide use of pesticides in New York public schools along with a description of the survey, information about the potential dangers of these chemicals, and the steps schools and communities can take to minimize pesticide use. Findings show that 87 percent of New York's schools use pesticides that contain chemicals which may cause immediate or long-term health problems, but only limited precautions are observed. New York City schools reported posting signs only for insecticides applied by "fogging." Students and parents often are unaware of their being exposed to these chemicals. Recommendations include that schools adopt least toxic pest management policies and practices and put these into practice; warning signs should be used before and after pesticide applications along with information about what pesticides are being applied, where, how, why, and by whom; pesticides should be applied by certified personnel; and schools should not use pesticides containing known carcinogens for merely aesthetic purposes, such as lawn care. Appendices provide lists of New York schools that completed the pesticide survey, some active pesticide ingredients reported used by schools, and some sources of information about integrated pest management. (GR)

ED 445 484 EF 005 676

Callahan, Michael P.; Parker, Danny S.; Sherwin, John R.; Anello, Michael T.
Evaluation of Energy Efficiency Improvements to Portable Classrooms in Florida.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Air Conditioning; *Educational Facilities Improvement; Elementary Secondary Education; *Energy Conservation; Lighting; Public Schools; *Relocatable Facilities; Roofing
IDENTIFIERS- *Florida

Findings are presented from a 2-year experiment exploring ways to reduce energy costs and improve the learning environment in Florida's 25,000 portable classrooms. Improvements were made in two highly instrumented portable classrooms in the following areas: installation of a T8 lighting system with electronic ballasts; a high efficiency heat pump with enthalpy recovery ventilation (ERV); a metal white reflective roof system; and an occupancy based control system for lighting and air conditioning. Findings reveal the lighting system and occupancy control reduced lighting energy use by an average of 53 percent from one year to the next. The ERV provided five times the ventilation air found in the initial configuration, while still controlling indoor humidity to an acceptable level; this evaluated and designated as a "SMART School Design." A final document is included that lists guidelines for partially determining a school's inclusion as a "SMART School Design." (GR)

ED 445 511 FL 026 380

Brinton, Donna; Ching, Roberta
The CATESOL Journal, 1999.
PUB DATE- 99
NOTE- 241p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Classroom Techniques; Computer Uses in Education; Elementary Secondary Education; *English (Second Language); Interlanguage; Internet; Language Minorities; Lexicography; Politics of Education; Professional Development; Second Language Instruction; Second Language Learning; Sex Bias; Teacher Education; Teaching Methods
IDENTIFIERS- Content Area Teaching; *Proposition 227 (California 1998)

This issue includes the following articles and reviews: "Lexical Issues in the University ESL Writing Class" (Mary Lowry); "Interlanguage Pragmatics: What Can It Offer to Language Teachers?" (Aya Matsuda); "Promoting Collaboration: Using Computer-Mediated Communication Tools in the Practicum Course" (Lia Kamhi-Stein); "Teaching ESL Online" (Mark Lieu); "Teaching English as a Sexist Language: Assessing and Addressing Gender Bias in ELT" (Mary Shepard Wong); "New Dialogues in Mainstream/ESL Teacher Collaboration" (Rod Case); "Sequencing Information Competency Skills in an ESL Program" (Dona J. Mitoma, Kathryn Son); "K-12 Education in the Post Proposition 227 Era" (Susan Dunlap); "English Language Development Standards: The California Model" (Natalie Kuhlman, Adel Nadeau); "Responding to Change: A Small District Staff Development Model" (Linda Sasser); "After Proposition 227: Crises, Challenges, and Concerns" (Sara Fields); "Pay No Attention to the Man Behind the Curtain: Taking a Critical Look at the Internet and Language Teaching" (Kirsten Lincoln); "Simplified Literature in the Intermediate ESL Classroom" (Lindsay M. Donigan). Reviews: "Teaching Science to Language Minority Students: Theory and Practice" by Judith Rosenthal (Marilena Christodorescu); "Second Language Vocabulary Acquisition: A Rationale for Pedagogy" edited by James Coady and Thomas Huckin (Ellen Lipp); "Newbury House Guide to Writing" by M.E. Sokolik (Moira Stuart); "Pronunciation Power" (Scott Bean); "Grade Quick!" (Tomi Cunningham). Charts, tables, and references appear throughout as appropriate. (KFT)

ED 445 512 FL 026 381

Smallwood, Betty Ansin
Children's Literature for Pre-K. Theme: Hooray for Pre-K (September).
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Childrens Literature; Citations (References); Classroom Techniques; English (Second Language); Language Minorities; Limited English Speaking; *Multicultural Education; Preschool Curriculum; Preschool Education; Second Language

*Language Attitudes; Language Dominance; Language Maintenance; *Language Minorities; Language of Instruction; Language Planning; Language Skill Attrition; Language Standardization; Limited English Speaking; Linguistics; Official Languages; *Public Policy; Second Language Instruction; Second Language Learning; Second Languages; Sociolinguistics; Spanish; Spanish Speaking; State Legislation; Uncommonly Taught Languages
IDENTIFIERS- Brazil; Canada; European Union; Quebec; Russia; South Africa; Sri Lanka; United States

This edited volume of conference papers contains the following titles: "Presentation: Realism and Idealism in Language Conflict and Their Resolution" (Douglas A. Kibbee); "Legal and Linguistic Perspectives on Language Legislation" (Douglas A. Kibbee); "The Linguistic Rights of Non-English Speaking Suspects, Witnesses, Victims, and Defendants" (Kate Storey); "Great Mischiefs--An Historical Look at Language Legislation" (Ruth Morris); "The Criminalization of Spanish in the United States" (Patricia MacGregor-Mendoza); "Towards Consensus? Standard English in the National Curriculum" (Joan Swann); "Beyond Anglo-Saxon Confederation: The Clash of World Hegemonies in the Language Ideologies of Arthur Balfour and Woodrow Wilson" (Chris Andre); "Anatomy of the English-Only Movement: Social and Ideological Sources of Language Restrictionism in the United States" (James Crawford); "The Courts, the Legislature and Society: The Shaping of Federal Language Policy in the United States" (Thomas Ricento); "Language Rights Arguments in Central Europe and the USA: How Similar Are They?" (Miklos Kontra); "What Happens After English is Declared the Official Language of the United States?" (Terrence G. Wiley); "A Historical Perspective on Language Policy in Russia" (Elena Schmitt); "Majority Language, Minority Misery: The Case of Sri Lanka" (Richard W. Bailey); "On the Eleven-Official Languages Policy of the New South Africa" (Sheila Mmusi); "OAU's Resolutions on African Languages and the State of Their Implementation" (Kahambo Mateene); "Language Policy in Education and the Future of Indigenous Languages in Post-Aparthied South Africa" (Joyce B. Sukumane); "Language and Human Rights in Africa" (Michel Nguessan) "The Case for Brazilian Sign Language: A Deaf Community Finds Its Voice" (Norine Berenz); "Requirements, Dynamics and Realities of Language Use in the EU: A Case Study of the European Commission" (Carsten Quell); "French Language Policy and Francophonie" (Louis-Jean Calvet); "Quebec's Charter of the French Language Twenty Years After" (Gerald Paquette); "The Philosophy of the French Language Legislation: Internal and International Aspects" (Yves Marek); "The Role of the French Language in Maintaining Linguistic Diversity in North America: Some Glottopolitical Considerations" (Normand Labrie). A bibliography is included, and is divided in general and court decision sections. There are also three indexes -- for personal names, languages, and a general index. Scholarly references appear at the end of each paper. (KFT)

ED 445 533   FL 026 406

Terry, Robert M., Ed.
Agents of Change in a Changing Age. Northeast Conference Reports.
PUB DATE- 00
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Educational Change; Educational Resources; *Educational Technology; English (Second Language);

possible that teachers are measuring their visual literacy and not their ability to comprehend aural input. Video can also be used in the computer lab as part of highly interactive software. Sixteen references are included. (KFT)

ED 445 552 FL 026 441

Languages: The Next Generation. The Final Report and Recommendations of the Nuffield Languages Inquiry.
PUB DATE- 00
NOTE- 104p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; Foreign Countries; Language Planning; *National Programs; Public Policy; *Second Language Instruction; *Second Language Learning
IDENTIFIERS- United Kingdom

This report examines the United Kingdom's (UK) capability in foreign languages and reports on what the nation should do to improve the situation. It is argued that despite the fact that English is rapidly becoming an even more dominant language in the world--it is clearly the international language of science, law, banking, business, technology--knowing only English is not enough. Capability in other languages is critically important for a flourishing UK. The learning of other languages should become more institutionalized into the educational and social structure of the country, and this requires a coherent national strategy for the promotion of the learning of other languages. The report is divided into three parts. Part one examines the present state of foreign language learning in the UK and the trends that make it clear that there is a growing inadequacy in the national capacity in other languages. A national framework for thinking about language needs is provided. Part two looks in detail at the present state of the language learning infrastructure and resources in the UK, dividing the inquiry into education to age 16 and education after age 16. Specific recommendations for building on and improving this state of affairs are made. Part three focuses on making the case for a much more comprehensive and vigorous national effort to promote the learning of other languages while making several very detailed and specific recommendations. Appendices include references and a listing of the individuals and organizations involved in producing this report. (KFT)

ED 445 553 FL 026 442

Privorotsky, Grazyna
Reading Authentic Czech, Volume II: Authentic Readings, Proficiency-Based Methods.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 334p.; Funded by the Department of Education, International Research and Studies Program.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; *Czech; Daily Living Skills;

This 6-page pamphlet shares what the Student Financial Assistance (SFA) Office of the Ombudsman has learned from cases it has handled. An initial section offers information on the case management process, noting that the ombudsman process depends on the case's complexity and that many are revolved quickly. Next, it examines customer-reported case concerns. SFA customers have reported a variety of concerns in the over 1,700 cases covered by this interim report. Two charts show the issues raised most frequently. They indicate that information issues are the leading concern, followed by default status, service quality, and tax refund offset. The next section of the report discusses customer data in the National Student Loan Data System (NSLDS), matching the ombudsman database against the NSLDS. It looks at loan status by case type, loan program distribution by case type, and school control by case type. A final section lists some of the problems for which customers ask help from the ombudsman, including resolving discrepancies in loan balances and payments; understanding interest and collection charges; understanding financial aid requirements; finding loan holders; reestablishing eligibility for federal aid; finding promissory notes; and deferring or discharging loans. (SM)

ED 445 574 HE 033 148

Strategic Planning in Higher Education: A Guide for Heads of Institutions, Senior Managers and Members of Governing Bodies.
PUB DATE- 00
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Case Studies; Educational Finance; Educational Planning; Foreign Countries; Governance; *Higher Education; Leadership; *Strategic Planning
IDENTIFIERS- *Northern Ireland

This guide provides examples of good practice in strategic planning within higher education, particularly as it applies to Northern Ireland. Examples are drawn from the experiences of 13 case study universities and colleges. Sections of the report include a summary; an introduction and overview of the strategic planning process; and a discussion of the three parts of the strategic planning cycle: planning, documenting the plan, and implementing and monitoring the plan. The guide also offers four key messages to higher education managers: (1) managers must recognize that planning is an essential tool; (2) that it needs to be systematic and embedded; (3) that it must lead to action; and (4) that implementation must be regularly monitored and challenged. Issues discussed include leadership; the mission statement and vision statement; operating statements; integrated strategies; finance and resource plans; and monitoring. Appended is a list of institutions that participated in the project; a glossary; a list of review questions; a summary of the role of the governing body in strategic planning; and some key points. (CH)

ED 445 575 HE 033 149

Edwards, Anthony
Thoughts on "Reconsidering the Washington-Du Bois Debate: Two Black Colleges in 1910-1911" and Thoughts on "Liberalism at the

Academies; faculty awards; doctoral degrees; postdoctoral appointees; and entering freshmen SAT scores. The next section examines the competitive context in which top universities operate and offers measures of comparative performance. This is followed by several tables ranking the top private and top public research universities. A final section offers a discussion of additional measures, not captured in the nine indicators noted above, that provide a fuller examination of institutional characteristics, including institutional size and composition, funding sources, institutional reputation, average faculty productivity, and National Merit and Achievement scholars. Appended are source notes for the nine measures and data notes and adjustments.(CH)

ED 445 595 HE 033 189

Proprietary Sector of Missouri Postsecondary Education, 1998-1999. Statistical Summary.
PUB DATE- 00
NOTE- 408p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Career Education; Certification; Correspondence Schools; Degrees (Academic); Education Work Relationship; Employment; High School Graduates; *Postsecondary Education; Private Colleges; *Private Education; *Proprietary Schools; Relevance (Education); Small Colleges; State Colleges; Tables (Data); Technology; Vocational Education
IDENTIFIERS- *Missouri; Out of State Institutions

This directory offers institutional and student data collected from proprietary schools certified to operate under sections 173.600-173.619 of the Missouri state statutes. The data covers 85 Missouri-based private career schools and 18 out-of-state regionally accredited degree-granting institutions: data tables present calendar year 1998 information; graphic displays offer highlights of changes in this sector over five years. Data tables and graphics are organized in six sections: Missouri Private Career Schools, 1998; Out-of-State Degree Granting Institutions, 1998; Inventory: Instructional Programs, 1998; Student Preparation, 1998; Participation, 1998; Completion and Employment, 1998; and Resources, 1998. The report notes that in 1998 Missouri private career schools enrolled 49,303 students in 840 instructional programs. The largest student enrollment was in business programs; precision technology programs have the second largest student enrollment. The report also notes that students attending private career schools generally have better educational foundations than they did five years ago; 38 percent report they are pursuing a degree. Data also indicate that private career schools continue to have a high level of success of graduates finding employment in their fields of study. A directory of schools and the 1990 Classification of Instructional Programs is appended. (CH)

ED 445 596 HE 033 190

Moving California Ahead: An Executive Summary Concerning Two Commission Higher Education Long-Range Planning Reports, Providing for Progress and Policy for Progress.
PUB DATE- 00
NOTE- 27p.; For related document, see HE 033 191.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

advanced tracking, research, and analysis systems to determine the most effective outreach methods; they employ more sophisticated outreach techniques; and they determine recruiting and enrollment costs for specific sizes and types of class. Ten trends emerge from analysis of the survey: (1) yield rates are declining; at public institutions only 22 percent of inquiring freshmen actually apply; (2) planning for change has increased and institutions are developing innovative strategies to yield higher enrollment numbers; (3) internal reporting relationships are shifting, and more enrollment officers now report directly to the president; (4) enrollment budgets and salaries are larger; (5) tuition discount rates are increasing; the freshman discount rate stands at 5.4 percent for public institutions and 30.5 percent for private institutions; (6) more targeted outreach strategies are being used; (7) there is more strategic use of financial aid as a recruitment tool to attract the desired mix of students; (8) use of Web sites has increased; (9) use of direct mail has been expanded; and (10) telecounseling is being used to reach prospects. (CH)

ED 445 616   HE 033 264

Quehl, Gary H.; Bergquist, William H.; Subbiondo, Joseph L.
Fifty Years of Innovations in Undergraduate Education: Change and Stasis in the Pursuit of Quality. New Agenda Series TM , Volume 1, Number 4.
SPONS. AGENCY- USA Group, Inc., Indianapolis, IN.
PUB DATE- 99
NOTE- 65p.; Prepared by the Center for the Study of Innovations in Higher Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; College Faculty; Curriculum Development; Curriculum Evaluation; Educational Assessment; Educational Benefits; *Educational Change; Educational Facilities; Educational Finance; *Educational Innovation; Educational Objectives; Educational Philosophy; Educational Trends; *Faculty Development; Faculty Workload; Higher Education; Instruction; Learning; *Learning Strategies; *School Restructuring; Student School Relationship; *Undergraduate Study
IDENTIFIERS- Carnegie Classification

This monograph reports on innovative models and practices in American undergraduate education from the late 1940s through the late 1990s, focusing particularly on four areas: curriculum; teaching and learning; calendar and clock (time); and faculty development. The study encompassed an extensive review of the literature as well as a survey of public and private Carnegie classification colleges and universities (n=49). Following the introductory chapter, "Reflections on the Half Century," Chapter 2 examines the undergraduate curriculum (organization of programs/administrative units); space (on-/off-campus, media-based, international); and resources (faculty, noninstructional staff, materials/equipment). Chapter 3 examines undergraduate teaching and learning, including content-, student-, and interaction-centered instruction. Chapter 4 looks at various curriculum calendars; calendar duration; and curricular clock (weekday/weekend). Chapter 5 discusses the changing character of faculty work, faculty development models, and changes in process and attitude. Chapter 6 examines costs and benefits of educational innovations from objectivist, actions model, and constructivist perspectives. Chapter 7 offers some lessons learned: think locally, but look globally; think small first, then more expansively; consider

Association for Institutional Research (40th, Cincinnati, OH, May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Students; *Dropout Research; Educational Environment; Educational Research; Enrollment Trends; Higher Education; *Matrices; Research Methodology; School Holding Power; Sex Differences; State Universities; Student Attrition; *Student Characteristics; *Withdrawal (Education)
IDENTIFIERS- *AIR Forum

This study explored the possibility of linking the Luna (1999) student flow matrix model with institutional planning at a comprehensive state institution, investigating how student flow environments were associated with student characteristics such as race, gender, citizenship, class level, entry type, and cumulative grade point average. The study was based on data from 170,160 student records for the period 1986-98. Each student's identification number, degree status, and school/college from each fall semester was matched with the same information from the following fall semester to determine whether the student had stayed within the same school, transferred to another school within the university, graduated, or withdrew from the university. Retention rates were compared for various student characteristics. Data analysis indicated that the matrix model, in combination with retention and withdrawal rates underlying it, helped identify and describe retention and withdrawal patterns within the institution. The model showed how student retention and withdrawal patterns were or were not associated with student characteristics. Breaking the data out by subgroups helped focus attention on the interaction between university characteristics and environments. Gender did not relate to retention overall. All background characteristics significantly associated with type of retention except gender and citizenship. (Contains 33 references.) (SM)

ED 445 635 HE 033 308

Yang, Faxian
Using Survival Analysis To Analyze and Predict Students' Achievement from Their Status of Developmental Study.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for International Research (40th, Cincinnati, OH, May 21-24, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; College Students; Community Colleges; *Developmental Programs; Educational Development; Educational Research; Grade Point Average; Higher Education; Predictor Variables; Racial Differences; Research Methodology; Student Characteristics; *Student Development; Two Year Colleges
IDENTIFIERS- *AIR Forum; *Survival Analysis

This study predicted student achievement based on need for developmental study, investigating different students' types of censoring; variables influencing student achievement; and whether developmental study was appropriate for realizing student achievement. Participants were 403 community college students. Achievers were students who within four years were

NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Records; Bachelors Degrees; *Cognitive Development; *College Graduates; *Evaluation Criteria; Grades (Scholastic); Higher Education; Nongraded Student Evaluation; *Outcomes of Education; Performance Factors; Predictor Variables; *Student Characteristics; Student Evaluation
IDENTIFIERS- *AIR Forum

This study examined factors that affect student learning and growth in four student populations: seniors who began as freshmen immediately after high school, students who transferred from two-year colleges, students who transferred from four-year colleges, and students who entered Bachelor of Arts programs after military service or work. The data examined 2,500 graduating seniors at 20 state colleges and universities in 1997; data was broken down into four categories: background and demographic information, including age; class year; sex; ethnicity; employment; major; financial aid; residence; admissions test scores; high school grades and class rank; student plans, goals, and reasons for attending; level of student satisfaction with campus services and facilities, as well as campus academic environment; and cognitive and noncognitive experiences and outcomes, including classroom experiences and self-reported growth. Results indicate that the best academic outcomes were among the group who enter Bachelor of Arts programs after work or military experience. Differences in outcomes between the two transfer populations were not significant. For all students the best predictor of cumulative grade point average was Scholastic Assessment Test score and student effort. The best predictor of cognitive growth across all four populations on the 20 campuses was favorable classroom experiences. (CH)

ED 445 653 HE 033 343

DuBrock, Caryl Pritsker
Financial Aid and College Persistence: A Five-Year Longitudinal Study of 1993 and 1994 Beginning Freshmen Students. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-23, 2000). Based on an Ed.D. Dissertation, Arizona State University. Robert H. Fenske presented the paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Students; Debt (Financial); Dropout Research; Educational Finance; Federal Aid; Federal Programs; Higher Education; Loan Repayment; *Paying for College; School Holding Power; Student Attrition; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *AIR Forum; Arizona State University; Higher Education Act Amendments 1992

DESCRIPTORS- Ability; *Assistive Devices (for Disabled); *Disabilities; Equipment; *Females; Sex Differences

There are over 20,000 Assistive technologies (ATs) available today, thereby giving persons with disabilities unprecedented opportunities for full societal participation, yet women with disabilities are frequently less able to take full advantage of these opportunities. In addition to lack of information about ATs and the inability in many cases to afford them, as a group women have typically not had much exposure to and experience with technologies and can find them intimidating and frustrating. This paper first presents a definition of assistive technologies, giving examples of different types. It then examines who uses ATs and identifies the desirability of a model to more appropriately match women and technology. Characteristics of the technology and service delivery, of the disabled person, and of the psychosocial environment in which he or she exists are discussed. The final section of the paper focuses on achieving the best and most appropriate match of person and AT. A list of sample questions to consider about a device's usability is included at the end. (Contains 16 references.) (AEF)

ED 445 674 IR 020 356

Richey, Rita C., Ed.
The Legacy of Robert M. Gagne.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 295p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Constructivism (Learning); *Educational Technology; *Educational Theories; Elementary Secondary Education; Futures (of Society); *Instructional Design; Postsecondary Education
IDENTIFIERS- *Gagne (Robert M)

This book highlights and discusses the contributions of Robert M. Gagne to the field of instructional technology. Section One presents the core concepts of Gagne's theory and contains reprints of the following five journal articles by Gagne: "Contributions of Learning to Human Development," "Learning Hierarchies," "Domains of Learning," "Mastery Learning and Instructional Design," and "Integrative Goals for Instructional Design." Sections Two analyzes the influence of Gagne's ideas from a variety of perspectives, including the following articles: "The Impact of R.M. Gagne's Work on Instructional Theory" (Patricia L. Smith and Tilman J. Ragan); "The Impact of Gagne's Theory on Instructional Design Practice" (Dennis C. Fields); "Gagne's Influence on Military Training Research/Development" (J. Michael Spector); and "Gagne and the New Technologies of Instruction" (Wayne A. Nelson). The article comprising Section Three, "The Future Role of Robert M. Gagne in Instructional Design" (Rita C. Richey), speculates on the extent to which Gagne's work will continue to influence the field of instructional technology in the future, even with the growing influence of constructivist approaches to instruction. Each article contains references. Appendices include: the American Psychological Association Scientific Award for the Application of Psychology, 1983; a bibliography of publications by Gagne; and information about ERIC. Includes Subject and author indexes. (MES)

Controversy; Nontraditional Occupations; Older Adults; *Sex Differences; *Sex Stereotypes; *Sexual Identity
IDENTIFIERS- Europe (West); United States

Nine chapters present cutting-edge research on "brainsex" and its effects on personality, education, and choice. It targets concepts such as job attributes, work flexibility, long-term life planning, home-work conflict, prestige versus occupational interest, and intrinsic motivational mechanisms to explain the relative failure of intervention policies. "Brainsex and Occupation" (Ernest Govier) discusses hereditary endowment; environment from conception; and physiological factors after birth, especially the hormone system, that contribute to the shaping of the individual and explores relationships between these factors and choice of occupation. "Gender and Subject Choice in Secondary Education" (Ann Colley) examines the content of stereotypes of male and female attributes and behavior and how they are internalized; explores the gender stereotyping of school subjects; and presents results of studies of strategies designed to moderate the effects of gender stereotyping on choice and attainment. "Using Stereotypes to Dispel Negative Perceptions of Careers in Science and Technology (Pauline Lightbody, Alan Durndell) relates women's low choice of sciences and technology to the career aspirations of school children, which involve their views of what they are and what they can do and of the nature of subjects and careers. "The Ratio of Male to Female Undergraduates" (Leonard Holdstock) establishes the fact of sex segregation among undergraduate students in academic subjects; explores theoretical reasons to account for the differences; and examines whether social or political initiatives can alter the current situation. "Entering Higher Education: Older Students' Constructions of Self as Learners" (Estelle King) suggests older women seek a match between the way they see themselves and the way they see the various possibilities before them. "Gender Issues in Employment Selection" (Neil Scott, Paul Creighton) shows that, despite legislation and an undoubted change in practice, gender factors can still influence selection. "Choice: Can We Choose It?" (Pauline Anderson) presents educational and occupational choice as a complex interaction of factors that affect women and men in different ways and at every point of "choice" in the decision-making process. "An Equal Chance to Succeed?" (Viki Holton) discusses reasons for the very few women who are senior managers and the attempts to alter this. "Why Can't a Woman Be More Like a Man, or Vice Versa?" (John Radford) argues that individuals differ along a bundle of traits that can be approximately characterized as "male" and "female" and that much the same applies to subjects for study and to occupations. It finds men tend to gravitate toward the "male" end of the spectrum and women to the "female" end, but no sound reasons in terms of ability or any factor exclude either group from any opportunity. An index is appended. (YLB)

ED 445 193 CE 080 636

Pahlke-Grygier, Sabine
German Trade Unions on Consolidation Course. Basis-Info 21-2000. Social Policy.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

completion by teenage TANF recipients (14 involving TANF agencies and 7 involving non-TANF agencies). The bibliography lists 9 resource contacts and 22 publications. (MN)

ED 445 209 CE 080 664

Friedman, Pamela
Community Work Experience and Publicly Funded Jobs--Helping the Hard-To-Serve Meet Work Requirements.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; Edna McConnell Clark Foundation, New York, NY.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Woods Fund of Chicago, IL.; McKnight Foundation, Minneapolis, MN.; Administration for Children and Families (DHHS), Washington, DC.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Client Characteristics (Human Services); Disabilities; *Eligibility; Employment Problems; *Employment Programs; Federal Legislation; Guidelines; Job Placement; *Program Effectiveness; Public Policy; Public Sector; Social Science Research; Unskilled Workers; *Welfare Recipients; *Work Experience Programs; World Wide Web
IDENTIFIERS- Community Work Experience Program; Earned Income Tax Credit; Local Public Works; *Public Employment Programs; *Temporary Assistance for Needy Families; Welfare Reform; Welfare to Work Programs

This document explains how community work experience programs (CWEP) and publicly funded jobs (PFJ) can be used to help hard-to-serve welfare recipients meet the work requirements imposed by the Temporary Assistance for Needy Families (TANF) program. The document begins with a brief overview of available options for helping hard-to-serve welfare recipients meet work requirements. Section 2 discusses the following policy and program issues: (1) the purpose of CWEP or PFJ for hard-to-serve clients; (2) identification of the most appropriate form of subsidized employment; (3) characteristics of hard-to-serve welfare recipients; (4) identification of eligible hard-to-serve recipients; (5) determining when to place hard-to-serve recipients in CWEP or PFJ; (6) types of jobs appropriate for CWEP/PFJ participants with multiple barriers to employment; (7) ways programs can avoid displacing current workers; (8) ways of ensuring that programs are productive partnerships for employers; (9) support services needed by CWEP/PFJ participants; and (10) components that should be integrated into CWEP/PFJ positions to help employees make the transition to more permanent employment. Section 3 reviews the findings of research on CWEP and PFJ programs. Section 4 profiles eight innovative CWEP programs. The bibliography lists 12 resource contacts and 22 publications. (MN)

ED 445 210 CE 080 666

Relave, Nanette
Collaboration between the Welfare and Workforce Development Systems.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; Edna McConnell Clark Foundation, New York, NY.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Woods Fund of Chicago, IL.;

organizations in vocational education and training and continuing vocational training, a list of in-depth studies carried out by the Bulgarian National Observatory, a one-page profile of the Bulgarian education system, 20 tables, 7 charts, and a diagram. (KC)

ED 445 227 CE 080 696

Modernisation of Vocational Education and Training in the Czech Republic. National Observatory Country Report, 1999.
SPONS. AGENCY- European Training Foundation, Turin (Italy).
PUB DATE- 99
NOTE- 111p.; Project supported by the European Union's Phare and Tacis Programmes. For related documents, see CE 080 695-702.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Developing Nations; Economic Development; *Education Work Relationship; Educational Change; *Educational Improvement; *Educational Needs; Educational Philosophy; *Educational Policy; Employment Qualifications; Foreign Countries; International Educational Exchange; Modernization; Postsecondary Education; School Business Relationship; Secondary Education; *Technical Education; *Vocational Education
IDENTIFIERS- *Czech Republic

This report provides an overview of the state of vocational education and training systems in the Czech Republic, in the context of the history and the present economic development of the country. The report is organized in nine sections that cover the following topics: (1) political and socioeconomic background information, including economic development, demographics, and the labor market; (2) modernization of vocational education and training; (3) human resources development, including the preparation of managers and administrators; (4) research on the labor market and vocational education and training; (5) institutions responsible for the educational system, which is very decentralized; (6) legislation; (7) financing of vocational education and training and continuing training; (8) bilateral and multilateral donors to vocational education and training reform; and (9) constraints, challenges, and future needs. The document also contains a list of acronyms and abbreviations, a list of major organizations involved in vocational education and training in the study, a bibliography listing 70 references, a list of reports and proceedings prepared by the Czech National Observatory, 8 tables, and 14 charts. (KC)

ED 445 228 CE 080 697

Vocational Education and Training as a Tool To Ensure Social and Economic Cohesion. National Observatory Country Report. Estonia, 1999.
SPONS. AGENCY- European Training Foundation, Turin (Italy).
PUB DATE- 99
NOTE- 62p.; Project supported by the European Union's Phare and Tacis Programmes. For related documents, see CE 080 695-702.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Developing Nations; Educational Administration; *Educational Change; *Educational Development; Educational Finance; Educational Legislation; Foreign Countries; Government School Relationship; International

SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Adult Education Services.; Virginia Association of Adult and Continuing Education, Charlottesville.
PUB DATE- 00
NOTE- 5p.; For related documents in the series, see ED 435 207 and CE 080 713-719. Funded under Section 353 of the Adult Education Act, Title VI, P. 93-38 and Amendments.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Students; *Correctional Education; *Correctional Rehabilitation; *Educational Needs; *High School Equivalency Programs; Literacy Education; Negative Attitudes; Prisoners; Program Effectiveness; Resistance (Psychology); *Student Attitudes; *Student Motivation
IDENTIFIERS- General Educational Development Tests

A project was conducted to determine the thoughts and feelings of probationers (mostly white males ranging in age from early 20s to early 50s) mandated by a judge to complete their GED (General Educational Development) diploma or their high school diploma at a local adult education program mostly attended by middle-aged white female displaced textile workers. The study began by interviewing the local criminal judge, two probation officers, and one probationer individually and holding a focus group in which six probationers participated. In addition, two teaching staff members were queried and the probationers were observed in the classroom and in tutoring sessions for 4 months. The study found that, unlike the adult students who attend the center on a voluntary basis, probationers differ in their motivation for completing a diploma. Although they see the value of achieving a diploma, outside support or coercion keeps them attending the program. Although most probationers initially had strong aversive reactions to the concept, most of them eventually began to work hard toward accomplishing their goals. The study concluded that since probationers had strongly negative attitudes toward being forced to do anything, they should be given more choice in determining whether to pursue a high school diploma or a GED. The study also concluded that more structured classroom learning and more supportive services should be provided to help the probationers succeed. (KC)

ED 445 246   CE 080 726

Adelman, Clifford
A Parallel Postsecondary Universe: The Certification System in Information Technology.
PUB DATE- 00
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Certification; Competency Based Education; *Computer Software; Continuing Education; *Credentials; *Employment Qualifications; *Information Technology; Job Performance; Microcomputers; Nonschool Educational Programs; Nontraditional Education; Occupational Tests; Postsecondary Education; Program Development; Program Implementation; *Telecommunications; Vocational Evaluation

This report describes the new system of credentialing from corporate vendors and industry/professional associations that has arisen in the information technology and telecommunications industries over the past decade. It compares this system to traditional higher education, identifying both similarities and

(4) opportunities for ongoing education. The bibliography lists 31 references. (MN)

ED 445 263 CE 080 759

TEND 97: Conference on Technological Education and National Development Report of Proceedings (1st, April 6-8, 1997, Abu Dhabi, United Arab Emirates).
PUB DATE- 97
NOTE- 478p.
LANGUAGE- English
EDRS Price- MF01/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Academic Standards; Case Studies; Change Strategies; College Programs; Competency Based Education; Computer Uses in Education; Cultural Pluralism; Delivery Systems; Developed Nations; Developing Nations; *Economic Development; Education Work Relationship; Educational Administration; Educational Media; Educational Objectives; *Educational Policy; *Educational Practices; Educational Technology; *Educational Trends; English; Evaluation Methods; Flight Training;
IDENTIFIERS- Africa; England; Impact Studies; India; Japan; Korea; Lebanon; Malaysia; *National Development; Norway; Oman; Palestine; Singapore; United Arab Emirates

This document contains 39 papers and 13 poster presentations from a conference on technological education and national development. The following are among the papers included: "The Future of Technological Education and Vocational Education: UNESCO's (United Nations Educational Scientific and Cultural Organization's) Perspective" (Adnan Badran); "Vocational Technical Education and Training in Palestine--A Proposal for a National Strategy" (Hisham Kouhail); "Women and Education in Lebanon" (Bahia Hariri); "Higher Education and the Emerging Role of Women in the UAE (United Arab Emirates)" (Howard E. Reed); "The Impact of Rapid World Technological Changes on the Polytechnic in Africa in the 1990s and Beyond" (Elifa Ngoma); "The National Labour Force: Self-Sufficiency and Development: Role of Technical Education and Vocational Training--the Experience of the Sultanate of Oman" (Mohammed bin Hafeedh Al-Dhahab); "Cultural Diversity in a Tertiary Institution: Threat or Opportunity" (Kobus Vorster); "The Need for Industrial Human Resources Development in Developing Countries" (Shadrack Njah Ndam); "Prospects for Trade and Industry in the UAE" (Anis Al Jallaf); "Reforming Technological Education" (Nahayah Mabarak Al Nahayan); "School-to-Work Policy Insights from Recent International Developments" (David Stern); "Competency-Based Education--Neither a Panacea nor a Pariah" (John A. Bowden); "Reforming Technological Education--Imperatives for Change" (John Hillier); "Creating Motivating Interactive Learning Environments" (John Hedberg); "Capitalising on Interactive Multimedia Technologies in Dynamic Environments" (James A. Senn); "Assuring Quality in International Education: An Institutional Perspective" (Keith C. Short); "Operating Decentralised Education Systems and Maintaining Standards: Experience in England" (William Stubbs); "Meeting the Work Force Demands of the Future Market" (Mohammed Al Abbar); "The Power of Partnerships" (Tayeb A. Kamali); "The International Experience of Technological Training" (Maurice Gross); "Partnerships in Training through National and International Networking" (Jeff Gunningham); "The Dual Community--Training Technicians and Business Involvement: An International

items are appended: the language, literacy, and numeracy skills required of trainers/assessors as specified in the training package's evidence guide; list of organizations represented by key informants; text of the interview with the presenter of "Workplace Assessment"; and list of 24 resources on the NAWTB Web site.) (MN)

ED 445 280 CE 080 796

Kelly, Ann; Searle, Jean
Literacy and Numeracy on the Motorway: A Case Study of the Effects of the Inclusion of Literacy and Numeracy Competencies within the Civil Construction Industry Training Package.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.; Australian National Training Authority, Brisbane.
PUB DATE- 00
NOTE- 77p.; Research conducted by the Queensland Centre of the Adult Literacy and Numeracy Australian Research Consortium. For related reports by the same preparing institution, see CE 080 790-797.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Access to Education; Adult Basic Education; Adult Literacy; Building Trades; Case Studies; Competence; Competency Based Education; *Construction Industry; Delivery Systems; Education Work Relationship; Educational Attitudes; Educational Practices; Educational Quality; Employee Attitudes; Employment Qualifications; Equipment Utilization; Foreign Countries; Fused Curriculum; Industrial Training; *Instructional Effectiveness; Instructional Materials; *Integrated Curriculum; Job Skills; Labor Force Development; Learning Modules; *Literacy Education; National Curriculum; *Numeracy; Occupational Safety and Health; Outcomes of Education; Questionnaires; Staff Development; Teacher Australia (Queensland); Impact Studies; *National Training Packages (Australia)
IDENTIFIERS- Australia (Queensland); Impact Studies; *National Training Packages (Australia)

The effects of the inclusion of literacy and numeracy competencies within Australia's civil construction industry training package were examined in a case study in Queensland. Data were collected through the following activities: interviews with trainers, workplace teachers, and workers; observations of training at an on-site training session on scaffolding; and a process of having respondents verify transcripts of their interviews. Little formal implementation of the civil construction training package in Queensland was discovered; however, training and assessment based on the civil construction competency standards was being provided at the company level. Although those interviewed generally recognized that literacy/numeracy competencies should underpin industry standards, there was a tension between managers' and trainers' commitment to providing such training and their commitment to complete their current construction project on time and within budget. (The bibliography lists 30 references. The following items are appended: the interview schedules; six tables detailing civil construction competency acquisition by workers at the case study site; an explosive power tools poster; a list of competencies taught in the scaffolding unit of competency; scaffolding assessment materials; comparison of diagrams of oxyacetylene equipment; oxyacetylene process and equipment handouts; and sample materials by the Performance Training

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Caregiver Child Relationship; Case Studies; Context Effect; Counselor Training; Family Counseling; *Family Violence; *Parent Child Relationship; Psychopathology; Social Environment; Social Psychology

Violence in the family is being increasingly identified as a societal problem that has multiple short- and long-term effects on children. This book focuses on the relationship between different types of family violence and the resulting impact of violence on the child. Chapter One discusses the definition, history, and societal costs of family violence. Chapter Two delineates proposed theories concerning the etiology of family violence as well as the documentation for these frameworks. In Chapter Three, an exploration of the impact of intrafamilial violence toward children by caregivers and siblings is considered. The child witnessing family violence is the focus of Chapter Four, while Chapter Five deals with psychological maltreatment. Chapter Six presents a cross-cultural exploration of family violence. Chapter Seven explores available assessment measures, and Chapter Eight examines intervention techniques. Chapter Nine recounts resilient children and shares some of their lessons. Future directives for research are considered in Chapter Ten to aid the mental health counselor with the needs of this population. Case studies from clinical practice are included throughout the book to illustrate particular points. (Contains 248 references.) (JDM)

ED 445 300 CG 030 356

Miller-Perrin, Cindy L.; Perrin, Robin D.
Child Maltreatment: An Introduction.
PUB DATE- 99
NOTE- 349p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Abuse; Children; Emotional Adjustment; Etiology; Family (Sociological Unit); Intervention; Mental Health; Mental Health Workers; *Psychopathology; Sexual Abuse; Social Psychology; *Theory Practice Relationship

Since the 1960s, when the research community, grassroots organizations, mental health professionals, and lawmakers became involved in the treatment of child maltreatment, progress in the field has been rapid. This book draws together research literature that describes the magnitude and consequences of child maltreatment. It is designed to provide a comprehensive introduction to child maltreatment for undergraduate and beginning graduate students. Six chapters begin with an interview with a known expert, providing examples of the various philosophies used and training counselors typically receive in the field. Information on further details and specific topics are listed in the appendix. Chapter titles include: (1) "History and Definitions of Child Maltreatment"; (2) "The Study of Child Maltreatment: Theoretical and Methodological Issues"; (3) "Physical Child Abuse"; (4) "Child Sexual Abuse"; (5) "Child Neglect and Psychological Maltreatment"; (6) "Other Forms of Child Maltreatment"; and (7) "Looking Toward the Future". Appendix A is "Resources Concerned

IDENTIFIERS- *Educational Issues
  Presently, reading is much discussed by senators, representatives, and state legislatures--the debate is on the following issues in reading instruction: (1) having all students in public school achieve at grade level as a reading minimum; (2) accountability of teachers for student achievement; (3) teachers having high achievement expectations from each student; (4) teacher testing to demonstrate teaching skills/abilities; and (5) educational bankruptcy laws and vouchers for schools whose students do poorly on tests. What is minimized or avoided in the discussion is what legislative bodies can do, such as provide moneys for constructing school buildings, give verbal and moral support to the public schools, and offer adequate salaries to teachers. An issue that has been with reading specialists for some time is the whole language versus phonics debate. Recommended is the following in phonics instruction: use phonics instruction as needed to assist a student to identify the unknown word; use a more systematic approach if a learner can benefit from phonics to recognize unknown words; use phonics in an informal way to make these learnings enjoyable; use phonics as a functional approach in recognizing unknown words and not phonics for its own sake; and use work book pages in phonics if they serve a useful purpose. Another question arises as to who should sequence student learning in the reading curriculum. These and other issues, such as technology use in reading instruction, need to be discussed with an attempt made at achieving synthesis. (NKA)

ED 445 321   CS 014 101

The Challenge of Improving Reading. LAB Education Notes Volume 1, No. 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - General (140),Reports - Research/Technical (143)
DESCRIPTORS- Brain; Elementary Secondary Education; Literacy; National Competency Tests; *Reading Achievement; *Reading Improvement; *Reading Instruction; *Reading Research
IDENTIFIERS- National Assessment of Educational Progress; *Phonemic Awareness
  This focused newsletter features articles about reading, reading research, and teaching reading. The newsletter's lead article, "The Challenge of Improving Reading," enumerates the problems that schools and families can encounter when trying to raise student performance in reading. Another article in the newsletter, "The Longest War: How Best to Teach Reading," cites teaching the beginning reader to acquire phonemic awareness as the key first step in developing reading abilities. A third article reports that National Assessment of Educational Progress (NAEP) scores show some improvement as to reading assessment and gives results for the nation (in grades 4, 8, and 12), for states (in grades 4 and 8), and reading results by student subgroup. Other brief articles discuss brain-based research about how humans learn to read and a 2-phase study (undertaken with the University of Vermont) centered on the Secretary of Education's reading priority. Information about tutoring reading and current initiatives in reading and literacy is also included. Contains a list of reading resources and references. (NKA)

attached. (NKA)

ED 445 342   CS 217 253

Doecke, Brenton; Gill, Margaret
Setting Standards for English/Literacy Teachers: Re-Theorising a SPIRT Project after One Year.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Joint Meeting of the Australian Association for Research in Education/New Zealand Association for Research in Education (Melbourne, Victoria, November 29-December 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Secondary Education; *English Teachers; Foreign Countries; Professional Development; *Standards; *Teaching (Occupation)
IDENTIFIERS- *Australia; Professional Concerns; *Teacher Writing

This paper first gives an overview of the English teaching profession in Australia, contending that the contested nature of subject English is as old as its establishment as a proper study for university undergraduates in the late 19th century and its emergence as a recognizable school subject several decades later. The paper relates that recently, a special issue of the national journal, "English in Australia," was devoted to a discussion of professional teaching standards in which contributors examined the complex issues relating to the professional status of English teachers and which gave rise to the English/literacy SPIRT (Strategic Partnerships with Industry--Research and Training) research team to develop standards. According to the paper, from the first attempts to interpret the guidelines for developing a SPIRT project, the concept of "industry partner" was interpreted in terms of a democratic engagement with the profession. The paper states that three specific and diverse locations were identified as core research sites for the project: Victoria (Monash), Queensland (QUT), and Western Australia (Edith Cowan). It further informs that teachers serve as "expert panels" who furnish accounts of their teaching--their talk and their writing are a form of knowledge construction. The paper reports that so far a collection of 47 written, discussed, and revised narratives have been collected in which the teachers describe examples, or moments, of "good" teaching and provide comprehensive coverage of the English curriculum as defined in state and national curriculum standards frameworks. It discusses these teacher narratives and their role in the development of standards. Contains 25 references. (NKA)

ED 445 343   CS 217 257

Christopher, Natalie; Ewald, Maribeth; Giangrasso, Sandra
Improving Inadequate Writers.
PUB DATE- 00
NOTE- 66p.; M.A. Research Project, Saint Xavier University and SkyLight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Grade 4; Grade 5; Intermediate Grades; Writing Attitudes; *Writing Improvement; *Writing

opinions about the effects of sexual content in the mass media, rather it is a review and discussion of social scientific methods which provide publicly shared, objective, empirical, and replicable information that can be used to build a cumulative body of knowledge of this area. Two approaches to sexual development are reviewed in the report: healthy sex and sexual health. The report suggests that researchers can design and conduct important research within national and local guidelines and recommends research based on five premises. Following an Executive Summary, the report is divided into these sections: (1) Introduction; (2) Background and Literature Review; (3) What Outcomes Are Important?; (4) Controlling for Key Variables; (5) Methods Available; (6) Measurement Issues in Designing Effects Research; (7) Problems in Doing Research on This Topic; and (8) Recommendations for Future Research. Contains 151 references and a 59-item selected annotated bibliography. (NKA)

ED 445 364   CS 510 398

Heintz-Knowles, Katharine E.
Sexual Activity on Daytime Soap Operas: A Content Analysis of Five Weeks of Television Programming.
PUB DATE- 96
NOTE- 24p.; "With the assistance of: Kristin Engstrand, Amy Shively, Susannah Stern, Aaron Delwiche." Presented at Soap Summit II (New York, NY, September 7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; *Programming (Broadcast); *Sexuality; *Soap Operas; Television Research; *Television Viewing
IDENTIFIERS- Television Networks

In 1994 the Kaiser Family Foundation commissioned a monitoring project which assessed the frequency and representation of sexual behaviors in five daytime television soap operas. A new study sought to provide up-to-date quantitative information and to extend the previous project by examining more specifically the representation of planning for and consequences of sexual activity, and by increasing the sample size to include all 10 nationally televised daytime soap operas. When appropriate, the study makes comparisons with the previous research. This study examined 10 hours of each of the 10 nationally televised daytime soap operas during the 5-week period from May 27 to June 28, 1996. All sexual behaviors--both visual and verbal--were classified according to the type depicted or talked about, characteristics of participants, presence of discussion and/or depiction of planning for sexual activity, and motivation for and outcome of sexual activity for participants. Overall, across the 97 hours of programming reviewed, a total of 594 individual sexual behaviors were identified. Findings confirm that sex remains a key element of soap opera storylines. In a marked shift from previous analyses, including the 1994 study, sexual activity was found to be primarily visually depicted, although most depictions were not of sexual intercourse. There is a range of sexual activity represented on televised soap operas, and most of it occurs within the context of committed, heterosexual relationships, with the majority of interactions having clear outcomes. (Contains 6 tables of data, 11 references, and an appendix on methodology.) (NKA)

Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055)
DESCRIPTORS- *Administrator Guides; Adolescents; Curriculum
Development; Educational Change; *Educational Improvement; High
Schools; Intervention; *Student Development; Student Problems;
Teaching Guides
IDENTIFIERS- *Accelerated Schools

Academic learning stops when students become overwhelmed by problems. To counter this plight, some innovative methods and techniques that motivate teens to learn, stay in school, and graduate are offered in this guide. The text provides a detailed description of the process for developing an accelerated alternative high school, utilizing the Accelerated Schools philosophy in combination with the Caring Committee philosophy. It discusses the consequences of dropping out of school and how the Accelerated Schools philosophy can combat this state of affairs. How to build a caring school community is discussed, along with how to reshape the role of the principal and how to empower staff, students, and parents. The process of assessing strengths and weaknesses of the school to get baseline data is also discussed, as is the importance of developing and implementing the vision that stakeholders have for their school. Some of the practical details in achieving this vision, such as governance structure, the nuts and bolts of developing the school, and effective techniques for working with at-risk students, are explored in detail. The text also provides examples and discussions of strategies to decrease discipline problems. Case studies are used throughout the book. A resources section includes sample forms and surveys for readers to copy and use. (Includes 77 references.) (RJM)

ED 445 385 EA 030 269

Ratcliffe, Mike; Macrae, Murray
Sector Wide Approaches to Education: A Strategic Analysis.
PUB DATE- 99
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Programs; Educational Administration;
*Educational Development; Elementary Secondary Education;
Governance; Poverty; Program Development; Regional Cooperation

This report examines issues relating to sector-wide approaches (SWA) to education. It focuses on SWA's relevance to poverty-reduction targets and their general mode of operation. Through this analysis, it seeks to assist those involved with educational development, including providers and recipients of technical and financial support. The document discusses the strengths and limitations of SWA to education-sector development and assesses whether SWA are more or less likely than other approaches to reach the education-development and poverty-reduction targets that are set by governments and agencies. An associated purpose of the study is to consider whether SWA (in their various forms and interpretations) provide an effective way of forging strong partnerships with governments, civil society, and the international community in meeting agreed international targets. The study analyzes public-sector management, governance issues, and multisectoral evidence, such as health and water supply, that may enable education-sector developments to contribute more effectively to poverty reduction. Some specific objectives are to summarize the lessons learned from current official development-assistance funding approaches, to strengthen effectiveness in and the District of Columbia. It is derived from the 1997-98 Private School Survey conducted by the U.S. Department of Education's National Center for Education Statistics (NCES). In addition to the electronic directory, this CD includes the complete data file for the Private School Locator, which may be downloaded in the tab-delimited ASCII text file format. (Author)

ED 445 406 EA 030 623

Eisemon, Thomas Owen
Reducing Repetition: Issues and Strategies. Fundamentals of Educational Planning Series, Number 55.
SPONS. AGENCY- Swedish International Development Authority (SIDA).
PUB DATE- 97
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Grade Repetition; Higher Education; Learning Experience; Methods; *Parent Participation; Public Schools; *Resource Allocation; *School Effectiveness; *Student Promotion
IDENTIFIERS- *UNESCO

This booklet discusses strategies for reducing repetition of grades by students at primary, secondary, and higher education levels. Large numbers of pupils repeat their grades every year, and these repetition rates are considered good indicators of an educational system's effectiveness. A high repetition rate indicates that a large number of pupils have not reached the level of learning achievement expected of them. Causes of repetition are varied and not easily detectable and probably vary from one country to another, within a country, from school to school, and from one educational level to another. Some strategies for reducing repetition are targeted at the children and their home environment; others are more closely related to the school, the content, and the teaching methods; and still others have to do with the overall policy and system. The author warns against any drastic legal type of intervention and argues in favor of combining various measures so as to arrive at a comprehensive, multipronged strategy. (Contains 63 references.) (DFR)

ED 445 407 EA 030 624

Stromquist, Nelly P.
Increasing Girls' and Women's Participation in Basic Education. Fundamentals of Educational Planning Series, Number 56.
SPONS. AGENCY- Swedish International Development Authority (SIDA).
PUB DATE- 97
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Action; Elementary Secondary Education; *Equal Education; *Females; Foreign Countries; Higher Education; *Parent Participation; Parent Role; Poverty Programs; Public Schools; *Sex Differences; *Sex Discrimination
IDENTIFIERS- *UNESCO

This booklet discusses how to improve girls' education drawing on lessons from experience and proposing action for the future. In spite of significant international mobilization in favor of women and their rights to education, much remains to be done.

purchase health care coverage for the child through the Medicaid program. The testimony discussed the role Medicaid plays currently in providing health care coverage for children with disabilities, the extent to which private insurance offers coverage of needed services for children with disabilities, and the benefits and services available to children under the Medicaid program. It found that despite the extent of Medicaid's coverage in providing insurance to children receiving Supplemental Security Income (SSI), over 120,000 children who met the requirements for disability in 1999 were initially denied eligibility when they applied or later had their benefits suspended because their family's income or resources had exceeded SSI limits. The testimony concluded that for families with a child with severe disabilities, particularly those with incomes and resources that are just above Medicaid thresholds, the ability to purchase Medicaid coverage could be an important means of obtaining health care for their children. (CR)

ED 445 426 EC 308 030

Requirements for the Participation of Students with Disabilities: A Guide for Educators and Parents. Spring 2000 Update.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Accommodations (Disabilities); Accountability; *Disabilities; *Educational Assessment; Elementary Secondary Education; Eligibility; *Outcomes of Education; Portfolio Assessment; State Programs; *Student Evaluation; *Student Participation
IDENTIFIERS- *Massachusetts Comprehensive Assessment System; *Testing Accommodations (Disabilities)

This guide discusses the participation of students with disabilities in the Massachusetts Comprehensive Assessment System (MCAS), the state's student testing program that is being implemented in response to the Education Reform Law of 1993. The statewide assessment program is designed to strengthen public education in Massachusetts and ensure that all students receive a challenging curriculum based on the Massachusetts curriculum frameworks. Following an overview of the MCAS, Section 2 of the guide discusses MCAS participation requirements, determines how students with disabilities will participate in MCAS, and communicates resource and other testing needs. Section 3 explains four areas of accommodations allowed on MCAS tests: timing or scheduling, test setting, test presentation, and how the student responds to test questions. For each area, a list of allowable MCAS test accommodations is provided. Section 4 provides guidelines for locally developed alternate assessments for those students unable to use standard paper and pencil MCAS tests. The final two sections describe the statewide MCAS Alternate Assessment that will replace locally developed versions and preparation of students with disabilities for MCAS. Appendices include answers to frequently asked questions on MCAS and guidelines for Individualized Education Program teams. (CR)

ED 445 427 EC 308 031

federal dollars must provide qualified students with disabilities an equal educational opportunity. Provisions of the Americans with Disabilities Act are also described, including the assurance that an individual with a disability cannot be prevented from competing with others as long as he or she meets the same qualifications. The obligation of the student with a disability to identify and document the disabling condition and to request reasonable accommodations is discussed, along with possible accommodations. The paper closes by describing the role of the disability service administrator in determining student eligibility for protection, such as analyzing documentation to ensure that it supports the claim of disability, deciding the nature of reasonable accommodations, and developing institutional policies and procedures. (CR)

ED 445 446 EC 308 050

Gartner, Alan; Lipsky, Dorothy Kerzner
The 1997 Reauthorization of IDEA: Individuals with Disabilities Education Act. NCERI Bulletin, Spring 1998.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum; *Disabilities; Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Inclusive Schools; Individualized Education Programs; Referral; *Regular and Special Education Relationship; *Special Education; *Student Placement
IDENTIFIERS- Amendments; *Individuals with Disabilities Educ Act Amend 1997

This bulletin on the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) reviews ten provisions of the Act that support inclusive education, including: (1) language in the "Findings" section of the law that states the education of students with disabilities can be made more effective by having high expectations for students and ensuring their success in the general education curriculum; (2) a requirement that in the referral process schools give consideration to factors other than disability that may be affecting a student's performance; (3) a requirement that a general education teacher be on the Individualized Education Program team; (4) a requirement that a decision to exclude a student from general education must be justified; (5) a requirement that special education students be taught the general curriculum, not a separate special education curriculum; (6) a requirement that states establish performance goals for students with disabilities; (7) an end to the stricture that the use of special education funds may have only "incidental benefits" for general education students; (8) enhanced rights of parents; (9) funds for personnel preparation of general educators; and (10) a requirement that states funding formulas be placement neutral. (CR)

ED 445 447 EC 308 051

Discover IDEA CD 2000. CD-ROM .
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00

Specifically, Project ACHIEVE places emphasis on increasing student performance in the areas of social skills and conflict resolution, improving students' achievement and academic progress, facilitating positive school climates, and in increasing parental involvement and support. This is done through an integrated progress of organizational and resource development, comprehensive inservice training and follow-up, and parent and community involvement. Project ACHIEVE's training is facilitated by pupil services personnel and involves regular and special education teachers, paraprofessionals, school staff, substitute teachers, bus drivers, and volunteers. In addition, the training is extended to and utilizes parent involvement and community agencies. Outcomes evaluations of Project ACHIEVE at three school sites in Florida and Texas indicate students increased their scores on reading, math, and language measures after the implementation of Project ACHIEVE. Discipline referrals also declined after program implementation. (CR)

ED 445 465   EC 308 072

Eber, Lucille; Rolf, Karen
Can Statewide Special Education Data Inform System of Care Development?
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 5p.; In: The Annual Research Conference Proceedings, A System of Care for Children's Mental Health: Expanding the Research Base (12th, Tampa, FL, February 21-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Behavior Disorders; Black Youth; Elementary Secondary Education; *Emotional Disturbances; Financial Support; Hispanic Americans; *Incidence; Minority Group Children; *Racial Differences; School Responsibility; *Sex Differences; Special Education; *Student Placement
IDENTIFIERS- African Americans; *Illinois

This report summarizes an analysis of the Illinois State Board of Education's (ISBE) Funding and Child Tracking System (FACTS) for students with emotional/behavioral disabilities (EBD) from 1989-1996. The data indicate: (1) the numbers of youth identified with EBD as a primary disability increased by 13 percent; (2) older children, male children, and African American children are more likely to be identified with EBD than any other disability; (3) the percentage increase of youth identified with a secondary disability of EBD has increased at a much faster rate for Hispanics and African Americans; (4) percentages of youth in more restrictive settings have decreased over time; (5) older children and African American children, regardless of their gender, were significantly more likely to be placed in more restrictive educational settings including residential placement; and (6) individual school districts have dramatically decreased the percentage of youth with EBD for whom they pay room and board costs, while child welfare is now paying for a greater percentage of students. In addition to statewide analysis, data trends for regions of the state that have been involved in ISBE funded system of care initiatives and wraparound implementation are discussed. (CR) significantly cut internal CO2 levels with a potential beneficial impact on indoor air quality. Total reduction in space conditioning energy needs was 39 percent or about 6.9 kWh/day. The project demonstrates the feasibility of altering new portable classrooms in Florida so that they use 40 percent less electricity. Energy savings greater than 30 percent were demonstrated for existing portable classrooms through automated controls and simple changes to the lighting system. (Contains 21 references.) (GR)

ED 445 485 EF 005 690

Mullinax, Don
Belmont Learning Complex: Report of Findings.
PUB DATE- 99
NOTE- 206p.; For related document, see EF 005 691.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administration; *Criticism; *Educational Facilities Planning; Elementary Education; Legal Responsibility; Public Schools; *School Construction; *Summative Evaluation
IDENTIFIERS- *Los Angeles Unified School District CA

This report provides findings of fact on the development of the Belmont Learning Complex of the Los Angeles Unified School District (LAUSD), and contains recommendations to remedy identified deficiencies in the LAUSD's current policies and procedures for siting and developing school buildings. The report addresses the following issues: (1) the acquisition, environmental assessment, and remediation of all land associated with Belmont; (2) alleged existence of conflicts of interest relating to Belmont; (3) the selection, negotiation, and contracting process for the development and construction of Belmont; and (4) pursuit of legal rights and remedies including restitution in the event of the discovery of any wrongdoing regarding Belmont. It includes findings regarding former LAUSD school boards, certain state agencies, the present and former LAUSD professional staff, and the LAUSD's professional consultants or vendors on Belmont. Recommendations include reforming school board practices, developing new environmental/public health and safety policies, reviewing and restructuring professional staff functions, disciplining certain LAUSD employees, pursuing legal action against LAUSD's professional consultants or vendors, negotiating with and/or pursuing legal action against the Belmont developer, reforming the safety team, and implementing all requirements imposed by the California Department of Toxic Substances Control regarding the completion of Belmont. (GR)

ED 445 486 EF 005 691

Mullinax, Don
Belmont Learning Complex: Report of Findings--Part II.
PUB DATE- 99
NOTE- 155p.; For related document, see EF 005 690.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administration; *Criticism; *Educational Facilities Planning; Elementary Education; Legal Responsibility; Public Schools; *School Construction; *Summative Evaluation
IDENTIFIERS- *Los Angeles Unified School District CA

This report provides findings of fact on the development of the Belmont Learning Complex of the Los Angeles Unified School

Instruction; Second Language Learning; Teaching Methods

This annotated bibliography provides a list of books appropriate for preschoolers that help teachers develop class routines and expectations. Two topics have emerged from this review: classroom and school activities and first school experiences, including feelings. This has helped provide a way to organize books and will hopefully help teachers select books for specific purposes. Books were considered on three criteria: emphasis on pre-kindergarten; accessibility to limited- English-proficient students; and multicultural perspective. The list also attempts to balance old favorites and new friends. Because there are more books on this topic than there is time or space to annotate, only some are described in detail while for others just the bibliographic information is provided. All listed books are recommended. (Author/KFT)

ED 445 513 FL 026 382

Thomas, Heather; Cox, Robin; Kojima, Takahiro
Relating Preferred Learning Style to Student Achievement.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Vancouver, BC, March 14-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; *Cognitive Measurement; *Cognitive Style; College Students; *English (Second Language); Foreign Countries; Higher Education; *Learning Theories; Questionnaires; Second Language Instruction; Second Language Learning; Student Evaluation; Teacher Education
IDENTIFIERS- International Pacific College (New Zealand); *Japanese People; Test of English for International Communication

The paper examines the learning style preferences of 44 second-year Japanese college students pursuing an undergraduate degree and learning English as a Second Language at a New Zealand college. The goal is to learn more about between style and achievement, and how to cater to such students as multi-dimensional individuals and as members of a cultural group that has a distinct learning style profile. Achievement was measured by grades and on the results of the Test of English for International Communication (TOEIC). Learning style preferences were measured on the Perceptual Learning Style (PSLP) and the Style Analysis Survey (SAS). Results showed the most preferred sensory styles to be kinesthetic, auditory, and tactile (PLSP), and hands-on (SAS). "Group" was the preferred social style (PLSP). More students were "concrete-sequential" than "intuitive," and "global" rather than "analytical." Numbers were evenly balanced between "extroverted/introverted" and "closure/open" modalities (SAS). No strong relationships were found between style and TOEIC scores, but there was a significant relationship between a kinesthetic style preference and higher grades in the practical, skills-based course in which the students were enrolled. Factors positively affecting achievement on TOEIC and in terms of grades included the following: home-stay experience, previous experience studying with a native teacher, participation in extracurricular activities in English, and female gender. Some possible ways in which teachers and administrators can take learning styles into account are briefly considered. Bar charts and tables are

*Instructional Materials; *Knowledge Base for Teaching; *Language Teachers; Linguistics; *Professional Development; *Second Language Instruction; Second Language Learning; Staff Development

This volume seeks to identify the changes in teaching and learning foreign languages that are likely to be encountered in the next century and to describe the role that teachers, students, and administrators play in controlling such change. This volume seeks to respond to these questions in a unified and insightful manner and provide perspective on where the profession has been and where it is going in the coming decades. Topics covered include the following: "Benchmarks of the Profession: Agents of Change in a Changing World" (Helen Warriner-Burke); "Perspectives on an Age: Forty-Five Years of NECTFL Reports" (James N. Davis); "Pedagogical Knowledge: The Perspective of Classroom Teachers" (Joyce Dittrich, Judith L. Shrum, Courtney Stewart); "Multiple Realities on the Classroom" (Pat Barr-Harrison, Cathy P. Dougherty); "Foreign Language Materials: Yesterday, Today, and Tomorrow" (Jeannette D. Bragger, Donald B. Rice); "Technology and Language Learning: Context, Issues, Promises" (Clara Yu); "Professional Development and Change in Foreign Language Education" (Helene Zimmer-Loew); "A Future Shaped By a United Voice" (Linda M. Wallinger, C. Edward Scebold). Scholarly references appear at the end of each chapter. A list of Northeast Conference Reports, 1954-1999 appears at the end. (KFT)

ED 445 534 FL 026 408

El-Koumy, Abdel Salam A.
Differences in FL Reading Comprehension among High-, Middle-, and Low-Ambiguity Tolerance Students.
PUB DATE- 00
NOTE- 14p.; Paper presented at the National Symposium on English Language Teaching in Egypt, (Ain Shams University, March 21-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *English (Second Language); Foreign Countries; Higher Education; Learning Strategies; *Psycholinguistics; *Reading Comprehension; Second Language Instruction; Second Language Learning; Testing
IDENTIFIERS- *Ambiguity Tolerance; Egypt

The purpose of this study was to examine the differences in foreign language reading comprehension among high-, middle-, and low-ambiguity tolerance students. The subjects for the study were 150 English-as-a-Foreign-Language (EFL) university students randomly drawn from all freshmen enrolled in the English section at four schools of education in Egypt. Data required by the study were obtained by using two measures: the MAT-50 (Norton, 1975) and a reading comprehension subtest of the Test of English as a Foreign Language (TOEFL). The data were analyzed using one-way analysis of variance and a t-test. Results showed a significant variance in the mean scores among the high-, middle-, and low ambiguity tolerance groups. The t-tests revealed that the moderate ambiguity tolerance group scored significantly higher than the low and high groups, and the low and high groups were not found to be significantly different. A relationship may exist between ambiguity tolerance and learning strategies--high-, middle-, and low ambiguity tolerance students may exhibit different learning strategies that could, in turn , lead to different rates of language

Foreign Countries; *Instructional Materials; Reading Instruction; *Reading Skills; Reading Strategies; Second Language Instruction; Second Language Learning; Study Guides; *Supplementary Reading Materials; Uncommonly Taught Languages; Units of Study; Worksheets
IDENTIFIERS- *Authentic Materials; Czech Republic

This book is the second volume of a supplementary textbook to be used either in the classroom or by individual students at home. It is not meant to replace other textbooks that focus on the intensive teaching of Czech grammar and vocabulary. One of the most important features of this book is its use of unaltered, authentic Czech materials. The materials presented here are authentic items that Czechs see every day in newspapers, magazines, signs, advertisements, and in conducting the routines of daily life. This volume focuses on a single skill: reading. The varied readings, exercises, and suggestions for developing and using reading strategies contained in this book are meant to help American users become more skillful readers of Czech. The book consists of twenty units that have been grouped into two levels based on two American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines: Advanced and Advanced Plus. Each unit and its accompanying exercises focus on materials grouped around basic topics, such as transportation, food, housing, health, commerce, communications, entertainment, education, politics, and the environment. Numerous diagrams, figures, tables, and illustrations are provided. Answer keys are included at the end of the book. (KFT)

ED 445 554   FL 026 457

Technology: The Common Language. A Guide for Integrating Technology in the Foreign Language Class.
PUB DATE- 99
NOTE- 396p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiotape Cassettes; *Class Activities; *Computer Uses in Education; Courseware; *Educational Technology; Interactive Video; Lesson Plans; Limited English Speaking; Optical Disks; *Second Language Instruction; Second Language Learning; Teaching Methods; Videodisks; Videotape Cassettes

This publication is designed to examine the more traditional technologies such as videotapes, audio cassettes, and word processing as well as different technologies including CD-ROMS, presentation-enhancing tools, multimedia programs, Internet, online forums, and satellite programs that are available to foreign language teachers. This guide suggests practical foreign language activities for teachers who wish to increase their students' interest and motivation and who want to enhance their students' language skills and cultural understanding through the use of technology. This guide offers a multitude of foreign language sample lessons organized around computer and technology strands (Societal Issues, Databases, Spreadsheet, Keyboard Utilization/Word Processing/Desktop Publishing, Multimedia Presentation, and Telecommunications). Definitions, answers to frequently asked questions, strategies for understanding authentic materials, and lists of a variety of resources are also provided. Covered topics include the following: technology's redefinition of the role of teachers,

Crossroads: Jimmy Carter, Joseph Califano, and Public College Desegregation."
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the Southern History of Education Society (Columbia, SC, March 17-18, 2000). In: "Essays in Twentieth-Century Southern Education: Exceptionalism and Its Limits," Wayne J. Urban, Ed. New York, Garland Publishing, Inc., 1999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Indigenous Languages in Post-Aparthied South Africa" (Joyce B. Sukumane); "Language and Human Rights ,Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Colleges; Black History; Black Students; Civil Rights Legislation; Higher Education; *Liberalism; Politics of Education; *Public Colleges; Racial Discrimination; *Racial Segregation; *School Desegregation; Social History
IDENTIFIERS- *African Americans; Carter (Jimmy); Du Bois (W E B); Kentucky; Washington (Booker T)

These two papers offer critiques of two essays that appeared in "Essays in Twentieth-Century Southern Education: Exceptionalism and its Limits," edited by Wayne J. Urban. The first paper examines Linda Buchanan and Philo Hutcheson's interpretation of the debate which underscored the well-known conflict between Booker T. Washington-W.E.B. DuBois over the appropriate education for African Americans. Buchanan and Hutcheson put the Washington-Dubois debate in a framework that compares two former black colleges in Kentucky using the schools' 1910-1911 catalogs to examine control, cost, student life, and curriculum. This paper disputes the Buchanan-Hutcheson analysis by asking whether reality can manifests itself through one college catalog; whether it is historically accurate or dependable to examine reality as reflected through institutional documents; and whether there is any other way to portray intellectual life at these institutions. The second paper examines Wayne Urban's allegation of a lack of liberalism in the orientation and political agenda of President Jimmy Carter in his efforts toward desegregating public colleges in the south. This paper attempts to refute Urban's charge by asking who was liberal and how liberal was liberal during Carter's presidency; what could have been expected from Carter or any politician (southern or otherwise) when dealing with race and education; and what can be expected today on issues dealing with race, education, and liberalism. (Both papers contain notes.)(SM)

ED 445 576 HE 033 150

Davenport, Richard; Daniels, Elaine; Jones, James; Kesseler, Roger; Mowrey, Merlyn
A Contemporary Matrix Approach to Defining Shared Governance.
PUB DATE- 00
NOTE- 30p.; Paper prepared for the American Association of Higher Education Conference (March 29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Organization; Administrator Role; Faculty College Relationship; *Governance; Higher Education; *Matrices; *Participative Decision Making; Policy Formation; Student Role; Student School Relationship; Teacher Role

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Accountability; Computer Uses in Education; Diversity (Student); Economic Factors; *Educational Assessment; Educational Change; Educational Demand; Educational Economics; Educational Finance; Educational Technology; *Enrollment Trends; *Higher Education; Public Colleges; Public Education; *State Boards of Education; State Colleges; State Standards; State Universities
IDENTIFIERS- *California

This is an executive summary of two long-range higher education planning reports completed at the outset of the 21st century by the California Postsecondary Education Commission. They are "Providing for Progress: California Higher Education Enrollment Demand and Resources into the 21st Century" and the companion "Policy for Progress: Reaffirming California Higher Education Accessibility, Affordability, and Accountability into the 21st Century." This document draws upon these reports and their respective resources, collecting the major conclusions and recommendations of both to address: California's continued burgeoning growth in higher education enrollment demand and the state's ability to respond; economic trends that will affect both the ability to finance higher education growth and the types of learning and training opportunities offered; how to retain educational excellence while maintaining access for an increasingly diverse student body; and the growing importance of technology in the classroom and education environment. Specific topics covered in this report include a discussion of present and past long-range planning reports, factors influencing the future of California higher education, enrollment projections and capacity, capital outlay costs, economic and fiscal forecasts, and three sets of recommendations: for elected officials and policymakers, for higher education leaders, and for postsecondary oversight agencies. (SM)

ED 445 597 HE 033 191

Providing for Progress: California Higher Education Enrollment Demand and Resources into the 21st Century.
PUB DATE- 00
NOTE- 151p.; For related document, see HE 033 190.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Capital Outlay (for Fixed Assets); Diversity (Student); *Educational Finance; *Enrollment Trends; Facilities; *Facility Expansion; *Higher Education; Public Colleges; State Colleges; Tables (Data)
IDENTIFIERS- *Bond Sales; *California

This report projects 12-year enrollment demand for California's three public higher education systems, analyzes campus physical capacity and projected capital outlay costs, and discusses economic trends and California's ability to sell bonds to finance future higher education construction. The report is a major update to a 1995 report, "A Capacity for Growth." Sections of the report include an (1) an executive summary; (2) a discussion of precedents and prior projections; (3) projections of college and university demand to 2010; (4) an analysis of enrollment capacity; (5) capital outlay estimates;

organizational culture; think in comprehensive terms; secure sufficient funding; inform important constituents; build your case; link innovations to rewards systems; and ensure leadership through service rather than command and control. Appended is a list of institutions participating in the survey. (Contains 18 references.) (CH)

ED 445 617 HE 033 265

Peerless, Melissa
Working with the Student Press. A CASE Issues Paper for Advancement Professionals, No. 27.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; *Communications; Higher Education; Journalism; *Journalism Education; *Organizational Communication; *School Newspapers; Student Development; *Student Publications

A group of senior-level communications professionals who were brought together to discuss strategies for working successfully with student newspapers developed the following recommendations: (1) Some basics: appreciate the educational value of the student newspaper; read the student paper. (2) Establishing a relationship: when editors and reporters begin their terms, explain to them how the university works; encourage student journalists to consider the communications office as a source of direction and information; treat student journalists with respect; plan systematic contact with the student newspaper; understand that student reporters covering important university officials and "celebrities" may become star struck; involve editors and reporters in other aspects of the campus community; assist students to become professional journalists. (3) When something newsworthy occurs on campus: involve student journalists from the beginning; put the event in historical context; suggest related issues and other sources; give student journalists the same access as is given to other reporters and editors; be willing to provide other sides to the story. The group also posed several questions for the future: how to explain to the public the nature of the relationship between the institution and the student newspaper; and how to deal with emerging online issues. The list of participants and contact information is appended. (CH)

ED 445 618 HE 033 266

Weiss, Steven C.
Communicating about College Costs. A CASE Issues Paper for Advancement Professionals, No. 28.
PUB DATE- 99
NOTE- 11p.; Derived from the CASE/NACUBO Senior Issues Forum on College Costs.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Audience Analysis; *Audience Awareness; *Audiences; College Faculty; College Students; *Communication Skills; Credibility; Educational Equity (Finance); *Educational Finance; Groups; Higher Education; *Paying for College; Politics of Education; *Public Opinion;

awarded a degree/certificate; transferred to another public state college; or were sophomores with at least a 2.0 grade point average (GPA). Data came from the college's student system and its institutional research database. Constant variables were gender, ethnicity, age, and need for taking a developmental course. Time-dependent variables were number of credit hours and GPA. Based on developmental study needs/enrollment from 1992-96, students were divided into four categories: needed no developmental study; needed one developmental course; needed two developmental courses; or needed more than two courses. Results indicated that the fewer developmental courses students took, the higher the probability for success. White students had higher probability of achievement than minority students. Students with higher GPAs were more successful than students with lower GPAs. Gender and age did not predict achievement. Achievement significantly related to GPA in the 5th, 6th, and 7th semesters. Ten figures and 21 data tables are included. (Contains 19 references.) (SM)

ED 445 636 HE 033 309

Lang, David M.
Financial Aid and Student Bargaining Power.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-24, 2000). Data provided by the National Center for Education Statistics.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Admission; *College Applicants; College Students; *Educational Finance; Financial Aid Applicants; Higher Education; Paying for College; Strategic Planning; Student Behavior; *Student Financial Aid; Student Loan Programs; Student Participation
IDENTIFIERS- *AIR Forum; *Bargaining; National Postsecondary Student Aid Study; Strategic Behavior

This study analyzed the ability of college students to bargain strategically in the financial aid process. A bargaining model of the financial aid process was developed and used to evaluate the effect of increased number of acceptances into different colleges on a student's financial aid package. A theoretical model was developed using a first-price sealed auction model. This model was evaluated using empirical evidence from the 1996 National Postsecondary Student Aid Study, which contains details about the composition and quantity of students' financial aid; demographic, financial, and opinion data from students and their families; and institutional data from the college the student is attending. Data analysis indicated that an increase in acceptances increases student financial aid. The results indicate that the financial aid process needs to be analyzed not only from the strategic perspective of the college, but also from the student's strategic perspective. Students can maximize their financial aid offers by increasing the number of schools to which they are accepted. Many students are currently under-applying due to lack of information discussing strategy from their perspective. (Contains 21 references.) (SM)

ED 445 637 HE 033 327

Bernal, Elena M.; Cabrera, Alberto F.; Terenzini, Patrick T.

This study explored the role of financial aid in promoting year-to-year persistence over a five-year period following reauthorization of the Higher Education Act in 1992. The study cohort included 6,711 full-time beginning freshmen in the fall 1993/1994 terms at Arizona State University. Variables examined were (1) effects of receiving any financial aid, (2) amount of financial aid, (3) amount of debt, and (4) type of debt. The study found that receipt of aid had a positive influence on persistence, although only in the second-to-third year when aided students were more than twice as likely to return; amount of aid had a significant effect in the first three years, with the odds of persisting increasing from 4 to 12 percent per $1,000 of additional aid; amount of debt has a positive and significant effect in the first three years, with a student having more than $1,000 of debt being 2 to 8 percent more likely to return; unsubsidized debt was negatively associated with persistence in each transition period, although not at a significant level. The paper concludes that the 1992 financial aid program promotes year-to-year persistence, and that the amount and type of debt assumed by students has not had a significantly negative impact on retention. (Contains 26 references.) (CH)

ED 445 654   IR 020 105

Williams, Martha E., Ed.
Annual Review of Information Science and Technology, 1998.
PUB DATE- 99
NOTE- 460p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- Computer Interfaces; Electronic Journals; *Information Science; Information Seeking; *Information Services; Information Systems; *Information Technology; Scholarly Journals
IDENTIFIERS- Metadata

This review contains eight papers on topics within the field of information science and technology. The papers are divided into three sections as follows: (1) Planning Information Systems and Services, including "Information Ownership and Control" (Tomas A. Lipinski); and "Pricing and Marketing Online Information Services" (Sheila Anne Elizabeth Webber); (2) Basic Techniques and Technologies, including "Design of Interfaces for Information Seeking" (Gary Marchionini and Anita Komlodi); "Sociocognitive Perspectives on Representation" (Elin K. Jacob and Debora Shaw); "Metadata" (Sherry L. Vellucci); and "Cross-Language Information Retrieval" (Douglas W. Oard and Anne R. Diekema); and (3) Applications, including "Computer Supported Cooperative Work in Information Search and Retrieval" (Michael B. Twidale and David M. Nichols) and "Electronic Scholarly Journal Publishing" (Robin P. Peek and Jeffrey P. Pomerantz). Each paper includes references. The book includes an index, as well as a cumulative keyword and author index of ARIST (Annual Review of Information Science and Technology) titles in volumes 1-33. (MES)

ED 445 655   IR 020 250

Rausaria, R. R.; Lele, Nalini A.; Bhushan, Bharat
Norms and Standards for Management Education through Distance Mode.
PUB DATE- 99
NOTE- 25p.

ED 445 675 IR 020 376

Goncalves, Silvia, Ed.
Catalog of ERIC Clearinghouse Publications, 2000. A Catalog of Free and Low-Cost ERIC Clearinghouse Materials Currently in Print.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 149p.; This catalog is updated and published annually.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; Catalogs; Directories; *Educational Resources; *Information Sources; Instructional Materials; Publications; Reading Materials; Reference Materials
IDENTIFIERS- *ERIC Clearinghouses; ERIC Digests; Monographs

This Catalog highlights more than 1,200 available education titles produced directly by the Educational Resources Information Center (ERIC) system. The titles are arranged by ERIC component and cover a broad range of subject areas related to education. The Catalog provides ordering information and prices (subject to change) for each title and includes a subject index to help users locate publications in their areas of interest quickly. The subject index also lists the appropriate ERIC Clearinghouse or support component from which to order each publication. Order forms are included. (AEF)

ED 445 676 IR 020 377

Heeg, Michael, Ed.; Taheri, Belinda, Ed.
ERIC Directory of Education-Related Information Centers, 2000.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 331p.; Supersedes ED 397 856.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Databases; Education; *Educational Resources; *Information Centers; Information Dissemination; *Information Services; Information Sources; Online Searching; *Organizations (Groups); Publications
IDENTIFIERS- *ERIC

This directory is designed to help users identify information centers in education and related fields that can provide up-to-date information. It includes both federally and privately funded organizations that provide services and products such as: reference and referral; online searches; publications; information dissemination; technical assistance; outreach; information syntheses; and audiovisual materials. Arranged alphabetically, the directory lists more than 685 organizations that provide information relevant to education. Each entry includes, when possible, the organization's director, a brief description, audiences, services, types of publications, hours of operation, and contact information (including toll-free number, phone, TTY, Fax number, e-mail, and URL). A sequential identification number precedes each entry and is used for reference in the Subject and Geographic indexes. (AEF)

DESCRIPTORS- Adult Education; Centralization; *Culture Lag; Developed Nations; Economic Impact; Foreign Countries; *Mergers; Organizational Change; Organizational Effectiveness; Organizations (Groups); *Technological Advancement; *Union Members; *Unions
IDENTIFIERS- *Germany

New technologies have made radical changes in the way work is done. This development has passed by German trade unions anchored traditionally among workers in industrial production and stuck in the old model of the full-time employee with a predictable career and a job for life. Consequently, between 1991-98, about 3 million out of the former 11 million members of German trade unions turned their backs on them. Lack of content, financial losses, and changed general economic conditions has ushered in a consolidation process among trade unions. Several mergers have reduced the 16 unions under the umbrella of the German Trade Union Federation (DGB) to 12, but the decline in union membership has continued. The biggest merger of five trade unions to form the United Services Trade Union (ver.di) is imminent. Its champions say ver.di will take account of changed economic and social general conditions in terms of both content and structure and hope it will attract members from the information technology industry, in which unions have so far been unable to gain a foothold. Young trade union officials and members are following the ver.di merger process with skepticism. They see the merger as a chance to renew the unions but question the ability to change the old hierarchies, decision-making structures, and positions. An image campaign is targeting young people and workers in branches of the future to tell them trade unions are the way of the future. (Fifteen Internet links are listed.) (YLB)

ED 445 194 CE 080 638

Mann, Timothy J.
Work Ethic of Prison Inmates Who Participate in Correctional Industries Programs.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the Society for Industrial and Organizational Psychology (15th, New Orleans, Louisiana, April 15, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adults; Correctional Institutions; *Correctional Rehabilitation; Employee Attitudes; Leisure Time; Moral Values; Prisoners; State Programs; *Vocational Rehabilitation; Work Attitudes; *Work Ethic; *Work Experience Programs
IDENTIFIERS- *Florida

A study examined the relationship between correctional industry work experience and the work ethic of the inmate workers assigned to certain Florida correctional industry programs. Inmate workers (n=369) assigned to three of PRIDE Enterprises's correctional industry programs were participants. These industries were selected for the study: printing, vehicle refurbishing, and textiles. The Multidimensional Work Ethic Profile (MWEP) (Miller, 1997), the survey instrument, was a 65-item Likert scale questionnaire with responses from strongly disagree to strongly agree. Findings indicated that, compared with the Miller (1997) and Blumental (1999) studies, the only known studies of work ethic that used the MWEP, the inmates scored very high. The factor analysis showed five dimensions

McKnight Foundation, Minneapolis, MN.; Administration for Children and Families (DHHS), Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Agency Cooperation; Basic Skills; Cooperative Planning; Coordination; *Delivery Systems; Employment Qualifications; Federal Legislation; Guidelines; Job Skills; Job Training; *Labor Force Development; *Partnerships in Education; *Public Agencies; Public Policy; Services; Social Science Research; Social Support Groups; Systems Approach; World Wide Web
IDENTIFIERS- *Temporary Assistance for Needy Families; *Welfare Reform; Welfare to Work Programs; Workforce Investment Act 1998

This document examines selected issues related to collaboration between the welfare and work force development systems under the Temporary Assistance for Needy Families (TANF) program, Welfare-to-Work grant program, and Workforce Investment Act of 1998 (WIA). The document begins with a brief overview of how recent policy developments have created new opportunities for state and local agencies to revisit how they administer and deliver employment-related and support services for TANF recipients. Section 2 discusses the following policy and program issues: (1) ways federal legislation have affected collaboration between the welfare and work force systems; (2) ways available funds can be used to provide coordinated or integrated services; (3) ways collaboration can benefit welfare and work force development agencies and clients; (4) challenges facing welfare and work force development agencies attempting to collaborate; and (5) factors and activities facilitating collaboration between welfare and work force development agencies. Section 3 reviews the findings of research on interagency collaboration under the TANF program, Welfare-to-Work grant program, and WIA. Section 4 profiles innovative models for integrating and coordinating welfare and work force development systems in four states and two counties. The bibliography lists 9 resource contacts and 13 publications. (MN)

ED 445 211 CE 080 667

Kaplan, April; Van Lare, Barry
Videoconferencing as a Tool for Welfare and Workforce Reform.
SPONS. AGENCY- Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Woods Fund of Chicago, IL.; McKnight Foundation, Minneapolis, MN.; Administration for Children and Families (DHHS), Washington, DC.; Department of Labor, Washington, DC.; Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Communications; Cost Effectiveness; Delivery Systems; Demonstration Programs; Distance Education; *Educational Needs; Educational Research; *Educational Technology; *Facility Requirements; Guidelines; Innovation; *Media Selection; Needs Assessment; Policy Formation; Public

Educational Exchange; *Job Training; *Labor Force Development; Labor Market; National Surveys; Postsecondary Education; Secondary Education; Socioeconomic Influences; *Vocational Education
IDENTIFIERS- *Estonia

The 1990s have brought about many changes in Estonian society, economy, and social sphere that have necessitated reorganization and development of the vocational education and training (VET) system. A shortage of dialog between private enterprises and vocational education institutions has left schools unable to analyze and meet skill requirements of enterprises. Assistance projects involve social partners who are beginning to understand the important role their cooperation with VET can play in changing the system. The Concept of VET lays down these main principles underlying the VET system: functionality, flexibility, cooperation, integration, quality, availability, consistency, relevance, and result-orientation. The centralized management of VET institutions (the majority of which belong to the state) does not allow for quick adaptation to local needs or assessment of increasing interest in VET among local authorities. Most financing comes from the state budget. Finland, Denmark, and Germany are the biggest bilateral donors in the VET area. Challenges are to reorganize the school network; prepare for accession; reform VET; optimize the national network; improve management and financing; monitor the VET system and its links with the labor market; and implement publicity measures and social partnership. (Appendixes include a list of acronyms, glossary, and 22-item bibliography. (YLB)

ED 445 229   CE 080 696

Bocz, Tamas Kopeczi
Report on the Vocational Education and Training System in Hungary. National Observatory Country Report, 1999.
SPONS. AGENCY- European Training Foundation, Turin (Italy).
PUB DATE- 00
NOTE- 177p.; Project supported by the European Union's Phare and Tacis Programmes. For related documents, see CE 080 695-702. "Other contributors: Anatal Jekkel, Emese Balogh, Tibor Horvath, Ilona Sovago."
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Developing Nations; Educational Certificates; Educational Legislation; Foreign Countries; Human Resources; International Educational Exchange; Job Skills; *Job Training; *Labor Force Development; Modernization; National Standards; National Surveys; Occupational Information; Partnerships in Education; Postsecondary Education; *School Business Relationship; Secondary Education; *Student Certification; *Vocational Education
IDENTIFIERS- *Hungary

An intrinsic part of the transition to a modern market economy in Hungary has been the restructuring of the vocational education and training (VET) system. A positive side effect of the socioeconomic transition is the emergence of human resources development (HRD). The transition process has been successful in the school-based education system, but adult VET faces challenges. Important areas in HRD are creation of a continuing vocational training system and increased integration of disadvantaged groups into VET. A legal and institutional background provides for active involvement of social partners in VET development. Establishment of more effective information dissimilarities, and points to some cases in which the two interact. Findings are organized in sections covering general information, examinations, course work and providers, and costs of certification. Some of the findings of the study are the following: (1) the system is global and operated in many languages; (2) the student, not the institution, is at the center of the system; (3) the system has brought competency-based education and performance assessment to a status they have never enjoyed within traditional higher education; (4) certifications replace neither experience nor degrees, and the information technology system does not pretend to be higher education; and (5) there is a critical need for more information on certification candidates and providers of courses, since the new system is now large enough to play a role in state and national planning for postsecondary education. (Contains 79 references and resources.) (KC)

ED 445 247 CE 080 727

Training Requirements in OSHA Standards and Training Guidelines. Revised.
PUB DATE- 98
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adults; Agricultural Safety; Building Trades; Competence; Competency Based Education; *Educational Objectives; Federal Legislation; *Federal Regulation; *Guidelines; Manufacturing; Maritime Education; Models; *Occupational Safety and Health; *Safety Education; Standards; *Training
IDENTIFIERS- *Occupational Safety and Health Act 1970; Trucks

This guide provides an overview of Occupational Safety and Health Act (OSHA) standards and training guidelines for various industries. The first section introduces the concept of voluntary training guidelines, explaining that the guidelines are designed to help employers determine whether a worksite problem can be solved by training, what training should be given, how to design and implement the training, and how to evaluate and refine the training. Next is an index of training requirements and sections that cover training requirements for the following areas: (1) general industry, including (among others) means of egress, platforms and manlifts, personal protective equipment, and materials handling and storage; (2) maritime, including shipyard employment, maritime terminals, and long shoring; (3) construction, including (among others) general safety and health provisions, fire protection and prevention, hand and power tools, electrical, scaffolding, excavations, and demolition; (4) agricultural, including applicability of standards, roll-over protective structures, safety for agricultural equipment, and occupational health; and (5) federal employee programs, including (among others) financial management, inspection and abatement, general services administration, occupational safety and health committees, training for such positions as inspectors and representatives, and federal safety and health councils. Supplementary sections provide a list of 18 readings in industrial safety and health training and other resources; a list of states with approved plans; an OSHA consultation project directory; and lists of OSHA area and regional offices.

Perspective" (Gert Loose); "Strengthening Professional Pilot Education through Academic/Industry Collaboration" (Thomas J. Connolly); "Modern Geomatics and National Development" (D.R. Fraser Taylor); and "English for Technology" (Graham Elliott). Many papers contain substantial bibliographies. (MN)

ED 445 264   CE 080 762

Kettley, P.; Hirsh, W.
Learning from Cross-Functional Teamwork. IES Report 356.
PUB DATE- 00
NOTE- 75p.; Study supported by the IES Research Club.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Developed Nations; Educational Needs; *Employment Practices; Foreign Countries; Interdisciplinary Approach; Learning Experience; *Learning Processes; Management Teams; *On the Job Training; Organizational Development; *Quality of Working Life; *Team Training; *Teamwork; Work Experience
IDENTIFIERS- *United Kingdom

A study was conducted to determine what knowledge and learning is developed through teamwork in business. Ten cross-functional teams selected from six major United Kingdom employers were surveyed, with structured interviews completed with 72 team members and team leaders and a short questionnaire completed by 50 of the interviewees. The study found that teams learn in these four ways: by direct transfer of knowledge or skills from other experts, by observation of others in action, by collective problem-solving and experimentation, and by consolidating prior experience and re-framing new insights. Team members learned about themselves, about the organization, and about other specialties within the organization. Impacts on the learning of a cross-functional team include explicit consideration of learning for the individual and the organization; the positive attitude of an individual member's home function and the level of interaction across boundaries with the rest of the organization; diversity within the team; the degree of close working and interaction; and using team processes for learning and honest discussion of difficulties. The study concluded that cross-functional team learning can be enhanced by moving people and their talents into and out of teams and back into the mainstream organization; coaching and learning to support individual members; facilitating relevant team development and training; realigning human resource systems; and developing the team as a learning community and transferring the team's skills to the rest of the organization. (Contains 27 references.) (KC)

ED 445 265   CE 080 763

Youth Workplace Education Campaign and Needs Assessment, 1996/97. Final Report.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 97
NOTE- 50p.; Meghan Boychuk was the project coordinator.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Continuing Education; Developed Nations; Education Work Relationship; Educational Benefits; *Educational Needs;

Party, Ltd.) (MN)

ED 445 281 CE 080 797

Sanguinetti, Jill
The Literacy Factor: Adding Value to Training. Investigation of the Inclusion of Literacy in Training Packages in the Food Processing Industry.
SPONS. AGENCY- Australian National Training Authority, Brisbane.; Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 00
NOTE- 78p.; Research conducted by the Victorian Centre of the Adult Literacy and Numeracy Australian Research Consortium. For related reports by the same preparing institution, see CE 080 790-796.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Access to Education; Adult Basic Education; Adult Literacy; Case Studies; Competence; Competency Based Education; Delivery Systems; Education Work Relationship; Educational Attitudes; Educational Practices; Educational Quality; Employee Attitudes; Employment Qualifications; Equipment Utilization; *Food Processing Occupations; Food Standards; Foreign Countries; Fused Curriculum; Industrial Training; *Instructional Effectiveness; Instructional Materials; *Integrated Curriculum; Job Skills; Labor Force Development; Learning Modules; *Literacy Education; National Curriculum; *Numeracy; Outcomes of Education; Questionnaires; Staff Development; Teacher Attitudes; Teacher Student Australia (Victoria); Impact Studies; *National Training Packages (Australia)
IDENTIFIERS- Australia (Victoria); Impact Studies; *National Training Packages (Australia)
The effects of the inclusion of literacy and numeracy competencies within Australia's food processing industry training package were examined in two case studies of training at two food processing facilities in Victoria. The first case study involved a large pasta factory that had approximately 270 employees and a contract with a registered training organization (RTO). The second case study examined a bread factory at which training was provided by in-house workplace trainers. Data were collected through a literature review and interviews with a representative of the Victorian Food Industry Training board, an industry training consultant, a company training manager, and the manager of an RTO. In both case studies, the inclusion of literacy in industry standards resulted in enterprise-based teachers adding value to training on a number of levels. However, trainers' literacy-related work tended to be marginalized by the constraints of the industrial context and because literacy standards were implicit rather than explicitly spelled out in endorsed components. (The bibliography lists 18 references. The following are among the items appended: outlines of core, optional, and specialist standards aligned to the Australian Qualifications Framework structure; a checklist for on-the-job assessment in electric forklift operation; and training materials for various level work practices.) (MN)

ED 445 282 CG 029 285

McGinty, Sue

with Child Maltreatment"; and Appendix B is "Related Readings for Victims, Professionals, and Others." (Contain 19 tables, 1 figure, and over 775 references.) (JDM)

ED 445 301 CG 030 357

Strange, C. Carney; Banning, James H.
Educating by Design: Creating Campus Learning Environments That Work. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 01
NOTE- 252p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Environment; Educational Assessment; *Educational Environment; Higher Education; Inclusive Schools; Models; Organizational Climate; *Physical Environment; School Safety; Student Participation
IDENTIFIERS- Aggregate Model; Learning Communities

This book offers a select sampling of concepts and models organized around a distinctive framework and reflective of themes critical to the successful functioning of higher education institutions. It is organized into two parts. Part One, "Type and Impacts of Campus Environments," offers an overview of models and concepts of human environments, focusing on their manifestations in the college and university setting and their implications for the design of education facilities, systems, and practices. It provides a broad foundation for understanding and assessing the key components of any human environment -- physical dimensions, people, organizational structures, and collective social constructions -- as well as environments created more specifically in the service of higher education. Part Two, "Creating Environments that Foster Educational Success," focuses on the conditions thought to be important for the design of effective educational environments. This section proposes that educational environments are most powerful when they offer students three fundamental conditions: a sense of security and inclusion, mechanisms for involvement, and an experience of community. A name index and a subject index are included. (Contains 301 references.) (Author/MKA)

ED 445 302 CG 030 359

Robinson, Bryan E., Ed.; Chase, Nancy D., Ed.
High-Performing Families: Causes, Consequences, and Clinical Solutions. The Family Psychology and Counseling Series.
PUB DATE- 01
NOTE- 202p.; Developed collaboratively by the American Counseling Association and the International Association of Marriage and Family Counselors.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; Children; Counseling; *Counselor Training; *Family Involvement; *Family Work Relationship; Individual Development; Intervention; Marital Satisfaction; Models; Parent Participation; Spouses
IDENTIFIERS- Object Relations; *Workaholism

This book explores the dilemma of the increasing obsession with work and the resulting imbalances between career and family life. Through theoretical frameworks and case examples it discusses the negative consequences of the societal phenomena

ED 445 322 CS 014 102

When Stars Read. Second Revision. Videotape .
PUB DATE- 99
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Reading Difficulties; *Reading Improvement; *Reading Instruction; Self Esteem; *Tutoring; Videotape Recordings

This 12 minute videotape presents the stories of young children and adolescents who have experienced difficulty in learning to read. The three children and the adolescent featured in the video tell in their own words of the pain they felt by not being able to learn to read and the effect on their self esteem. The video consists of these children's own short films about their difficulties--in effect, they are the "stars" of the video. The video also notes that these children were able to learn to read, or to read better, through tutoring, which led to increased confidence and self esteem. It notes that the best form of reading instruction integrates the teaching of words as made up of sounds; linking sounds to letters; and teaching reading for fluency, comprehension, and fun using a wide range of literature. (RS)

ED 445 323 CS 014 105

Moats, Louisa C.
Teaching Reading Is Rocket Science: What Expert Teachers of Reading Should Know and Be Able To Do.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Responsibility; Elementary Secondary Education; Instructional Effectiveness; *Knowledge Base for Teaching; *Literacy; Professional Development; *Reading Instruction; *Reading Research; Student Needs; *Teacher Education; Teacher Role
IDENTIFIERS- American Federation of Teachers; Direct Instruction; Phonemic Awareness

This position paper of the American Federation of Teachers contends that the most fundamental responsibility of schools is teaching students to read. The paper states that the type of literacy instruction that includes a range of research-based components and practices has not made its way into every classroom, and that, indeed, a chasm exists between classroom instructional practices and the research knowledge base on literacy development. It finds that well-designed, controlled comparisons of instructional approaches have consistently supported these components and practices in reading instruction: (1) direct teaching of decoding, comprehension, and literature appreciation; (2) phoneme awareness instruction; (3) systematic and explicit instruction in the code system of written English; (4) daily exposure to a variety of texts, as well as incentives for children to read independently; (5)

Instruction; *Writing Skills; *Writing Workshops

This report describes a program for improving students' writing skills in the areas of mechanics and organization through the implementation of a Writer's Workshop. The targeted population consists of fourth and fifth grade students in a Midwestern community located outside of a major city. Evidence for the existence of this problem is shown through teacher evaluation and student self-evaluation checklists, teacher developed rubrics, and teacher-student conferences of writing samples. Analysis of probable cause data revealed in literature indicate: the lack of teacher training in the teaching of writing, the lack of time devoted to the implementation of formal writing, and the reliance of previous teachers' ineffective strategies utilized in the teaching of writing. Motivation was also apparent as a probable cause in the literature. A review of solution strategies in the literature revealed that components of Writer's Workshop were helpful in improving students' mechanics and organization in writing. The Writer's Workshop approach encompasses a variety of mini-lessons including punctuation, capitalization, sentence structure, word choice, supporting details, transitions, and editing, to develop and improve mechanics and organization of student writing. All of these and other components of Writer's Workshop will be implemented in this study. Post intervention data indicated an increase in the correct use of mechanical and organizational writing skills by the targeted fourth and fifth grade students. Through the post self writing reflection, students also demonstrated an internalized satisfaction towards their writing. Contains 37 references, and 4 tables and 8 figures of data. Appendixes contain checklists, writing prompts, rubrics, self reflection for students, and a letter to parents. (Author/RS)

ED 445 344 CS 217 262

McGuire, Sandra L.
Growing Up and Growing Older: Books for Young Readers. An Annotated Bibliography of Nonageist Literature for Preschool-Primary.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Aging (Individuals); Annotated Bibliographies; *Childhood Attitudes; *Childrens Literature; Early Childhood Education; *Fiction; *Older Adults; Young Children
IDENTIFIERS- Response to Literature

Early children's literature plays a major role in the development of attitudes. This annotated bibliography is a compilation of early children's literature that contains positive portrayals of elders. Selected for the bibliography were books that portray aging as a natural and lifelong process of growing and developing, present similarities between young and old, show young and old enjoying each other and learning from each other, and view older adults as valuable and contributing members of society. The annotated bibliography contains 95 current titles. It also pinpoints 14 favorite books and lists 9 now out-of-print favorites. Includes a literature analysis form for promoting positive attitudes about aging with young children. (NKA)

ED 445 345 CS 217 263

ED 445 365   CS 510 399

Parents and the V-Chip: A Kaiser Family Foundation Survey. How Parents Feel (and What They Know) about TV, the V-Chip, and the TV Ratings System. Toplines.
SPONS. AGENCY- Henry J. Kaiser Family Foundation, Menlo Park, CA.
PUB DATE- 99
NOTE- 48p.; Includes separate Chart Pack.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Children; *Mass Media Effects; *Mass Media Use; National Surveys; *Parent Attitudes; *Programming (Broadcast); Telephone Surveys; Television Research; *Television Viewing; Youth
IDENTIFIERS- Age Appropriateness; Child Protection; Parent Surveys; *Television Content Ratings; *V Chip

This report presents the data from a national, random sample survey designed by the Kaiser Family Foundation and Princeton Survey Research Associates (PSRA) and conducted by PSRA by telephone between April 6-26, 1999, when 1001 parents of children ages 2-17 were interviewed about their opinions of television, the V-Chip, and the TV ratings system. The report contains the "topline" results and features parents' answers to 34 different questions. It notes that 698 interviews were fielded prior to the Littleton, Colorado school shootings and 303 after. Contains 13 notes. A chart pack containing 9 large data charts is attached. (HKA)

ED 445 366   CS 510 400

Kunkel, Dale; Farinola, Wendy Jo Maynard; Cope, Kirstie M.; Donnerstein, Edward; Biely, Erica; Zwarun, Lara
Rating the TV Ratings: One Year Out. An Assessment of the Television Industry's Use of V-Chip Ratings. Executive Summary.
PUB DATE- 98
NOTE- 9p.; See CS 510 401 for the full study.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; *Commercial Television; Content Analysis; Parent Participation; *Programming (Broadcast); Television Research; *Television Viewing; *Young Children; *Youth
IDENTIFIERS- Age Appropriateness; Child Protection; *Television Content Ratings; *V Chip

Currently all non-exempt television shows are given one of six "age-based" ratings, such as TV-14. The industry also agreed to add "content descriptors" to the age-based ratings in certain instances, letting parents know when some programs contain particular types of content such as violence, sex, or adult language. The ratings are designed to work in conjunction with the V-chip. A study, one of the largest analyses of television content ever conducted, explored how effectively the new TV rating system has been applied during its first year of operation. More than 2600 randomly selected television programs were examined across two television seasons. Key findings suggest that: (1) the age-based ratings for general audience shows (i.e., all except children's programs) are applied in a way that reasonably reflects the content of these shows; (2) however, content descriptors are not being used on the vast majority of general audience shows containing sex, violence, or promoting partnerships, and to achieve national and international policy goals. Cross-sectoral linkages and management and organizational development of SHA are described. (Contains approximately 175 references.) (RJM)

ED 445 386   EA 030 453

Duttweiler, Patricia Cloud; McEvoy, Undine
Do We Have the Cart before the Horses? Special Report on Standards, Assessment, Accountability, and Interventions. Report #1, Spring 1999.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 99
NOTE- 17p.; For Report No. 2, see EA 030 519; for Report No. 3, see EA 030 454.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Accountability; Case Studies; *Educational Assessment; Educational Change; Elementary Secondary Education; Evaluation Criteria; Intervention; Norms; Public Schools; Student Improvement; Teacher Effectiveness; Teacher Improvement

This report provides a brief overview of efforts to establish standards, assess those standards, hold schools and students accountable for meeting the standards, and provide interventions to students who do not meet the standards. It argues that holding students accountable for passing standards' assessments is premature, that teachers should be trained to teach new standards-based curricula, and that interventions should be in place to help students who fail the assessments of the standards. The report suggests that standards-based reform is doomed to failure unless states place the horses before the cart. States should use their newly established, more rigorous standards to develop interventions when the standards are not met. The following sections of the report are a synthesis of articles from newspapers, sources found on the world wide web, and other resources that address the prevalent issues of the standards-based reform movement. (Contains 63 references.) (DFR)

ED 445 387   EA 030 454

Duttweiler, Patricia Cloud, Ed.
Providing a Helping Hand. Special Report on Standards, Assessment, Accountability, and Interventions. Report #3, Spring 2000.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 00
NOTE- 17p.; For Report No. 1, see EA 030 453; for Report No. 2, see EA 030 519.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Accountability; After School Programs; Computer Mediated Communication; Educational Assessment; Educational Change; *Educational Technology; Elementary Secondary Education; Intervention; Mentors; Nontraditional Education; Parent Influence; *Parent School Relationship; Public Schools; Student Improvement; Teacher Effectiveness; Teacher Improvement

This series of special reports argues that states must use their newly established, more rigorous standards to (1) provide

While girls' enrollment has increased, gender inequalities persist at all levels of education, becoming even more pronounced at higher levels. This low level of education and training for women hinders economic efficiency and growth and placed limitations on any measures taken to reduce poverty. The booklet is addressed to government officials, education planners, and policymakers and explains why they have to act on gender in education. It present the different measures that can be taken to increase female participation and outlines the kind of specific strategies that can be employed in different regions. It emphasizes the need to mobilize and coordinate a variety of actors, in the school system, in the home, in the community, in the private sector, in the media and in the different government agencies at various levels. (Contains 48 references.) (DFR)

ED 445 408 EA 030 625

Bray, Mark
The Shadow Education System: Private Tutoring and Its Implications for Planners. Fundamentals of Educational Planning Series, Number 61.
SPONS. AGENCY- Swedish International Development Authority (SIDA).
PUB DATE- 99
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Educational Policy; Elementary Secondary Education; *Equal Education; Foreign Countries; Public Schools; *Student Improvement; *Tutorial Programs; *Tutoring
IDENTIFIERS- *UNESCO

Private tutoring is a phenomenon that has escaped the attention of researchers, educational planners, and decision makers. Very little is known about its scope, scale, and effects on pupils' achievement and equality of opportunities. Because of its size in a number of countries, and due to it nature--that of a private service oriented at improving academic performance--private tutoring has important implications for the educational system as a whole that cannot be ignored by educational policies. This work contributes to the debate through its systematization of available information and its analysis of this phenomenon. It asks the critical questions: "Who supplies and demands this service?" "What effects does it have on the formal education system?" and "What are the policy options facing education planners?" The research draws on existing research conducted in different parts of the world, but primarily in Asia, where private tutoring is particularly widespread. (Contains 83 references.) (DFR)

ED 445 409 EA 030 626

Abu-Duhou, Ibtisam
School-Based Management. Fundamentals of Educational Planning Series, Number 62.
SPONS. AGENCY- Swedish International Development Authority (SIDA).
PUB DATE- 99
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)

Radcliff, David
Non-Drug Interventions for Improving Classroom Behavior and Social Functioning of Young Children with Attention Deficit Hyperactivity Disorder.
PUB DATE- 00
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attention Deficit Disorders; *Behavior Modification; *Cognitive Restructuring; *Drug Therapy; *Early Intervention; Family Influence; Hyperactivity; *Interpersonal Competence; Parent Child Relationship; Peer Relationship; Peer Teaching; Preschool Children; Preschool Education; Token Economy
IDENTIFIERS- Social Skills Training

This paper explores research on use of medication and non-drug interventions to modify the behavior of preschool children with attention deficit hyperactivity disorder (ADHD). It begins by discussing the symptoms of ADHD, neurological differences between children with ADHD and those without ADHD, and expected adolescent and adult outcomes for children diagnosed with ADHD in elementary school. The three categories of psychotropic medication that are used in treating ADHD are reviewed and include anti-depressants, stimulants, and selective serotonin re-uptake inhibitors. The positive effects of Ritalin on academic productivity, associative learning behavior self-control, information processing, sustained attention, task vigilance, and working memory are discussed, along with the negative effects on appetite, falling asleep, growth inhibition, headaches, increased blood pressure and heart rate, stomachaches, stress, and addiction. Research findings on the efficacy of non-drug treatment for preschool children are then reviewed. Findings indicate that parent training programs, home-school notes, token economics, multimodal day treatment programs, social skills training, art therapy, and peer mediation have been effective in treating preschool children with ADHD. The paper closes by urging early intervention at the preschool level to stop the downward spiral of social dysfunction of children with ADHD. (Contains 118 references.) (CR)

ED 445 428 EC 308 032

Baum, Susan M., Ed.; Reis, Sally M., Ed.; Maxfield, Lori R., Ed.
Nurturing the Gifts and Talents of Primary Grade Students.
PUB DATE- 98
NOTE- 351p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Ability Identification; Bibliotherapy; Cognitive Style; Curriculum; *Curriculum Design; Educational Environment; *Educational Strategies; Emotional Development; *Gifted; Heterogeneous Grouping; Inclusive Schools; Kinesthetic Methods; *Language Arts; Picture Books; Primary Education; *Research Skills; Special Programs; Student Evaluation; Talent Development; Teacher Role; Theory Practice Relationship; Young

NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Compliance (Legal); *Disabilities; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Federal Regulation; Optical Data Disks; *School Responsibility; Services; Training
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

Designed for educators, related service providers, parents, and others, this compact disc provides information on the Individuals with Disabilities Education Act of 1997. Contents include the statute in its entirety, complete final regulations, and analysis of comments taken verbatim from the Federal Register of March 12, 1999. Also included are topical briefs on critical issues, more than 400 presentation slides for use in training, over 50 policy and practice publications, and contact information for federally funded assistance projects. These supporting materials were prepared by and reflect the official position of the Office of Special Education Programs, U.S. Department of Education. The CD is compatible with a Macintosh computer with Mac 7.1 or above, or a PC running Windows 95 or 98 or NT. (CR)

ED 445 448 EC 308 052

Hartman, Melissa E., Ed.
Imagine...Opportunities and Resources for Academically Talented Youth, 1999-2000.
PUB DATE- 00
NOTE- 182p.; Published five times a year.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academically Gifted; *Competition; *Computers; Elementary Secondary Education; *Gifted; Publishing Industry; Social Sciences; *Space Exploration; Space Sciences; Student Motivation; Student Publications; *Talent Development; *Writing for Publication

Designed to encourage gifted students to develop their talents, the first issue in the volume focuses on academic competitions and includes articles on: "The Joys of Competition"; "Why Bother with Math Contests?" (Sam Vandervelde); "Science Competitions"; Humanities Competitions"; "Designing in Metal" (Cody Chance); and "Discovering My Chinese Self: Lessons in Brush Painting" (Jessica Kinlock). The second issue discusses planetary science and includes: "So You Want To Go to Mars" (John Connolly); "Moon, Earth, and Sea: A Cross Section of Planetary Sciences" (Jeff Gills and others); "In Search of M-Class Planets" (Carol Blackburn); "Space Camp: Where Fun and Learning Meet" (Katherine Yakubisin); and "To Live by the Sword: Modern Sport Fencing" (Kara Weinberg). Writing for publication is the focus of the third issue. Articles include: "On Becoming a Writer" (Health Jones); "Making Contact: Cover Letters & Query Letters" (Melissa Hartman); "To Observe, To Think, To Question, To Write" (Nick Sheff); "Penning the Impossible: Writing and Publishing Science Fiction and Fantasy" (Yoon Ha Lee); and "Resources for Writers". The fourth issue focuses on computer technology and includes: "Computer Technology: Reshaping Our Lives" (Jenko Hwong); "The Making of eBiz4Teens" (Melissa Sconyers); "Get with the Program: The USA

ED 445 466 EC 308 073

Anderson, Jeffrey A.
Comparing Academic Progress in Students with Emotional and Behavioral Disabilities and Students with Learning Disabilities.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 5p.; In: The Annual Research Conference Proceedings, A System of Care for Children's Mental Health: Expanding the Research Base (12th, Tampa, FL, February 21-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Emotional Disturbances; *Grade Repetition; *Learning Disabilities; Mathematics Achievement; *Predictor Variables; Reading Achievement; *Reading Improvement; Services; Special Education; Student Characteristics

This report discusses the outcomes of a study that investigated the relationship between students with emotional and behavioral disabilities (EBD) and students with learning disabilities (LD) with regard to academic achievement over time, and examined a limited set of variables hypothesized to be related to academic achievement. The study sample included 42 students with EBD and 61 students with LD, who had been referred for special education in either kindergarten or first grades. The primary variable of interest, academic achievement, was represented by standardized math and reading test scores in kindergarten or first grade (Time 1) and fifth or sixth grade (Time 2). Findings indicated that students with EBD and students with LD differed in several aspects. At Time 1, students with EBD displayed significantly higher reading scores than students with LD. Over time, however, students with LD demonstrated significant improvement in average reading standard scores, whereas the scores for students with EBD remained unchanged. Results from regression analyses indicated that academic improvement for students with LD was related to experiencing less full time special education services. Results for both groups also indicated that being retained in kindergarten or first grade was associated with lower achievement over time. (CR)

ED 445 467 EC 308 074

Rehner, Timothy; Plotner, Kristi R.
A Mississippi School-Based Day Treatment Program Evaluation.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 4p.; In: The Annual Research Conference Proceedings, A System of Care for Children's Mental Health: Expanding the Research Base (12th, Tampa, FL, February 21-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Behavior Change; *Behavior Disorders; Delivery Systems; Elementary Secondary Education;

District (LAUSD), and contains recommendations to remedy identified deficiencies in the LAUSD's current policies and procedures for siting and developing school buildings. The report addresses the following issues: (1) all contracts and payments to outside consultants and attorneys involved with Belmont; and (2) any account(s) controlled by the former Bond and Asset Management/Planning and Development offices. Principle findings reveal the LAUSD Board of Education and senior staff did not place sufficient priority on financial management from 1995 to 1999; that the Office of Planning and Development Personnel failed the LAUSD on Belmont; and that the contractors, consultants, and LAUSD staff failed to provide proper oversight of expenditures by the developer, contractor, and subcontractors. A list of the report's 72 exhibits is included. (GR)

ED 445 487 EF 005 702

Kirby, Robert G., Jr.
Policy Study of Non-School Group Usage of Missouri Public School Facilities.
PUB DATE- 93
NOTE- 179p.; Ed.D. Dissertation, University of Missouri-Columbia.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Board of Education Policy; Data Collection; Elementary Secondary Education; *Guidelines; *Public Schools; *Shared Facilities
IDENTIFIERS- *Missouri; *Policy Reviews

This study presents survey data from school district administrators on the rules and regulations that govern non-school use of public school facilities as adopted by 165 Missouri Public School Districts. It compares whether districts having written policies governing non-school use of facilities differed from districts with no such policies relative to enrollment, state classification status, membership in the Missouri School Boards Association, and classification as being metropolitan or outstate districts. Data show 98 percent of the school districts surveyed allowed non-school use and 93.1 percent had written policies regarding such use. District size and location had no apparent influence on the existence of written policies. Finally, 86.2 percent of the districts charged fees for non-school use of facilities. Large districts generally charged more and had more specific rental policies for non-school use of facilities than did smaller districts. Appendices provide the survey instrument, various correspondence regarding the study, policy statements, sample fee structures, and population of the study. (Contains 72 references.) (GR)

ED 445 488 EF 005 716

Recess Is Over! It's Time To Address Our Overcrowded and Deteriorating Schools.
PUB DATE- 00
NOTE- 135p.; Contains the Grassroots Factbook, Vol. 3, Series 2. Produced in collaboration with the National People's Action, Chicago, IL.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Building Obsolescence; *Educational Environment; Elementary Secondary Education; Modernization; *Overpopulation;

included. 16 references. (KFT)

ED 445 514   FL 026 383

Lo, Yi-Hsuan Gloria
Exploring Gender Issues across Cultures: A Literature Based Whole Language Approach.
PUB DATE- 00
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Freshmen; College Students; *English (Second Language); Foreign Countries; Higher Education; *Literature; Literature Appreciation; Reading Instruction; Reading Writing Relationship; Second Language Instruction; Second Language Learning; Sex Bias; *Sex Role; Sex Stereotypes; *Whole Language Approach; Worksheets; Writing Instruction
IDENTIFIERS- Taiwan

This paper explores the whole language approach to teaching English as a Second Language (ESL) in the context of gender issues. More specifically, this study is focused on teaching ESL to university freshman in Taiwan. The whole language approach is used for two reasons: language can best be learned when it kept as a whole--especially with Taiwanese college freshman who have weak listening and speaking skills and little practice in writing; students learn to read best by engaging in reading full texts (of literature), rather than just completing worksheets. Gender issues are very salient in the Taiwanese context, because it is at the university level that students first come into regular contact in school with the opposite sex since they were young children, most having gone to single sex high schools. Also, because many women in Taiwan are highly educated, and less likely to be economically dependent on a husband, many are choosing not to marry or to divorce their husbands as a way of solving marital problems. The case for why whole language education is most effective is made, and how literature can be integrated into a whole language classroom is described in detail. The paper is divided into 7 sections titled: "Getting Started"; "Gender and Socialization"; "Gender and Fairy Tales"; "Gender and Communication"; "Gender and Media"; "Gender and Workplace"; "Celebration and Evaluation." Also included are annotated bibliographies of selected readings and reading to be considered, 29 references, and three appendices containing worksheets. (KFT)

ED 445 515   FL 026 384

Nettle, Daniel; Romaine, Suzanne
Vanishing Voices: The Extinction of the World's Languages.
PUB DATE- 00
NOTE- 251p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Maintenance; *Ecology; *Environmental Influences; Foreign Countries; Language Maintenance; *Language Skill Attrition; *Linguistics; Second Language Instruction; Second Language Learning; *Uncommonly Taught Languages
IDENTIFIERS- *Endangered Languages

This book holds that the evolution of the mind has given rise to great diversity of language and culture, each going along with a distinct adaptation to life specific ecosystems or geographical areas. Much like the wealth of plant and animal learning success. Based on these results, it is recommended that EFL students be helped to become moderate ambiguity tolerant students. Three tables and 26 references are included. (Author/KFT)

ED 445 535   FL 026 409

Ellis, Rod
Learning a Second Language through Interaction. Studies in Bilingualism, Volume 17.
PUB DATE- 99
NOTE- 295p.; Produced with contributions from Sandra Fotos, Qien He, Rick Heimbach, Hide Takashima, Yoshihiro Tanaka, Atsuko Yamazaki, and Hoda Zaki.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Cognitive Style; Discourse Analysis; Grammar; *Interaction; *Interaction Process Analysis; Language Aptitude; *Language Processing; *Language Research; Linguistic Theory; Linguistics; Psycholinguistics; Second Language Instruction; *Second Language Learning; Sociolinguistics; Structural Analysis (Linguistics); Syntax; Vocabulary

This book examines different theoretical perspectives on the role that interaction plays in second language acquisition. The principle perspectives are those provided by the Interaction Hypothesis, Socio-Cultural Theory, and the Levels of Processing Model. Interaction is defined broadly; it is seen as involving both intermental and intramental activity. The theoretical perspectives are explored empirically in a series of studies that investigate the relationship between aspects of interaction and second language acquisition. A number of these studies consider the effects of interaction on the acquisition of vocabulary (word meanings) by both adult and child second language (L2) learners. In addition, the effects of language aptitude on input processing are considered, as well as the contribution that interaction makes to the acquisition of grammatical knowledge. These studies provide clear evidence that social and intermental interaction are major forces in the acquisition of an L2. Finally, the book considers a number of pedagogic specifications, in particular the importance of discourse control as a means of learners' obtaining the quality of interaction likely to foster L2 acquisition. The book is divided into 11 chapters spread across 2 sections. References and an index are included. (Author/KFT)

ED 445 536   FL 026 410

Eggington, William, Ed.; Wren, Helen, Ed.
Language Policy: Dominant English, Pluralist Challenges.
PUB DATE- 97
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Bilingual Education Programs; Elementary Secondary Education; English (Second Language); Ethnic Groups; Federal Legislation; Foreign Countries; *Language Attitudes; *Language Dominance; Language Maintenance; Language Minorities; *Language of Instruction; Language Planning; Language Skill Attrition; Language Standardization; Limited English Speaking; Literacy; Official Languages; *Public Policy; Second Language Instruction; Second Language Learning; Second Languages; State Legislation

teacher tips, and sample lessons incorporating traditional technologies, software, telecommunication, and multimedia software. Also included are a chapter on other resources, assessment tools, glossary, bibliography, and 10 appendices with technical and practical information. Twenty-nine references are included. (KFT)

ED 445 555 FL 801 400

Mitchell, Elisabeth
Citizenship: A Guide to Good Teaching.
SPONS. AGENCY- Washington State Board for Community and Technical Colleges, Olympia.
PUB DATE- 98
NOTE- 67p.; Illustrated by Jaime Treat. Edited and designed by Amy Diehr. Funded by the Adult Education Act (Section 353, PL 100-297, Amended by PL 102-73) Special Projects and Tracking Funds administered by the Office of Adult Literacy at the Washington State board for Community and Technical Colleges.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Citizenship Education; Class Activities; *Classroom Techniques; *English (Second Language); Immigrants; Language Minorities; Limited English Speaking; Literacy; Teacher Education; *Teaching Methods
IDENTIFIERS- Tacoma Community House WA; Washington

The purpose of this handbook is to encourage citizenship teachers and tutors to teach in ways that will increase the likelihood that their students will pass citizenship tests and interviews. It provides an overview of the citizenship process and includes activity ideas and a discussion of the elements of good teaching on this subject. This handbook is meant to be a companion to the excellent citizenship textbooks currently available (and listed in the bibliography). It is not a citizenship curriculum, as the listed texts already provide the necessary information to pass the citizenship test and interview. Reports from teachers and tutors reveal that even with the best of texts, students need more practice. The activities presented here are meant to give teachers and tutors ideas for how to encourage and extend practice so that students truly have a chance to master the skills, language, and content of citizenship. The text is filled with numerous charts, illustrations, figures, sample forms, and other resource suggestions and references. A note about confidentiality and legal issues is included, as is an extensive bibliography. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (Author/KFT)

ED 445 556 FL 801 402

Ferraro, Carole
Job Search Workshop Curriculum.
SPONS. AGENCY- Seattle-King County Private Industry Council, Seattle, WA.
PUB DATE- 98
NOTE- 267p.; Prepared for the Refugee Federation Service Center, Seattle, WA.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Bilingual Instructional Materials;

IDENTIFIERS- Central Michigan University

This paper outlines a matrix approach to shared governance developed at Central Michigan University (CMU), designed to help faculty and administrators focus on specific decision areas and to define existing roles more clearly. The process began at CMU in spring 1998 with the formation of an ad hoc committee on governance which surveyed faculty and administrators on the issue of campus governance. After completing its work, the committee presented eight recommendations to the academic senate; these included: (1) having the ad hoc committee serve as an implementation committee to devise a plan to operationalize recommended actions; (2) agreement on roles and responsibilities of the Board of Trustees, administration, faculty, and students in shared governance; (3) improving communications; (4) establishing a team approach to planning and problem solving; (5) considering faculty input to decision making; (6) retaining the current decision making procedures unless they were formally modified; (7) requiring decision makers to communicate their actions/decisions; and (8) providing the university community with on-going education regarding decision making policies and procedures. Other sections in the paper cover discussions with and findings of the various participants in shared governance; and explain the roles and responsibilities matrix that was developed. The completed matrix is appended. (CH)

ED 445 577 HE 033 151

Astin, Alexander W.; Vogelgesang, Lori J.; Ikeda, Elaine K.; Yee, Jennifer A.

How Service Learning Affects Students. Executive Summary.

PUB DATE- 00

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Citizenship Education; College Students; *Community Services; Higher Education; School Community Programs; *Service Learning; Student Attitudes; Student Participation; Teacher Attitudes

This study explored the effects of service learning and community service on college undergraduates' cognitive and affective development, investigating how service enhanced learning. Longitudinal data were collected from 22,236 students attending a national sample of baccalaureate-granting institutions. Most had entered college as freshmen in fall 1994 and were followed up in fall 1998 percent. About 30 percent had participated in course-based community service during college; 46 percent participated in other forms of community service. The study assessed the impact of service learning and community service on 11 dependent measures (academic outcomes, values, self-efficacy, leadership, career plans, and plans to participate in further service after college). The qualitative portion of the study involved individual and group interviews with faculty and students on three different campuses. The study found that service participation showed significant positive effects on all 11 outcome measures. Service participation had its strongest effect on students' decisions to pursue service careers. Most students believed their service made a difference. Students' degree of interest in the subject matter was the most important factor associated with positive experiences. Both faculty and students developed a heightened sense of civic responsibility as a result of the experience.

(6) economic and fiscal analyses; and (7) an analysis of debt capacity. The report notes that about 714,753 more students will seek to enroll at California colleges and universities by 2010; that the student body will be the most diverse in state history; that the state will need to spend about $1.5 million per year for at least 10 to 12 more years to maintain existing facilities and to provide for expected enrollment increases; that the state economy could afford annual sales of some $4.5 billion in general obligation bonds. Appended are discussions of the purpose of long-range planning and the methodology used. (Contains 51 references.) (SM)

ED 445 598 HE 033 192

Harris, Sandra M.; Halpin, Glennelle
Factors Influencing Participation in Higher Education: Exploring the Factor Structure of a Questionnaire.
PUB DATE- 99
NOTE- 87p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Point Clear, AL, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Bound Students; Construct Validity; Educational Research; Expectation; *Factor Analysis; *Factor Structure; Family Influence; *Higher Education; Item Analysis; Locus of Control; Peer Influence; Prediction; *Questionnaires; *Reliability; Research Methodology; Self Efficacy; Statistical Analysis; Student Financial Aid; *Student Motivation; Tables (Data); Test Construction

The purpose of this study was to investigate the factor structure of a Factors Influencing Pursuit of Higher Education (FIPHE) Questionnaire which addresses factors influencing a person's decision to pursue higher education. Researchers used a literature-based, rational factors approach to develop the questionnaire; the three-part study included a pilot study to assess the internal consistency of the scales (e.g., evaluate mechanical aspects such as grammar, form, content, readability); a second study to validate the questionnaire; and a third study to evaluate the factor structure of the questionnaire. Study participants were students enrolled in general studies classes at two southeastern universities during spring 1997 and fall 1998 semesters. Internal consistencies were evaluated through a reliability analysis. Factor analysis revealed that the hypothesized structure of the questionnaire to be somewhat accurate, with the 9-factor solution as effective as the 10-factor solution in defining the set of variables. The results of the study suggested that the FIPHE questionnaire was a potentially useful instrument for investigating the factors that influence individuals to pursue higher education. (CH)

ED 445 599 HE 033 193

Crawford, Iain
The Loneliness of the Long Distance Runner: Department Chairs and Developing a Quality Culture for Department Assessment.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Reputation; Salaries; Student Costs

At a meeting sponsored by the Council for Advancement and Support of Education and the National Association of College and University Business Officers, strategies for explaining college costs to external constituencies (the public, media, policymakers) and internal constituencies (campus professionals and alumni) were discussed. Officials from the University of Virginia and Duke University (North Carolina) offered examples of their institutions' strategies. The University of Virginia had to communicate to an internal constituency, i.e., faculty, its goal to restore average faculty salary to its 1989-90 ranking relative to a national peer group. Over the course of the initiative the president presented the case to the university's Board of Visitors Finance Committee, announced privately funded merit bonuses, asked for support from alumni and donors, and highlighted the initiative in the annual report. At Duke University external constituencies were the audience, and a decision was made to work with a "Chronicle of Higher Education" reporter on a story about how Duke sets tuition and spends it funds, in the hope that this would help the public understand the complex array of forces that drives college costs at leading universities. The monograph concludes with a list of key recommendations for communicating with both internal and external constituencies. A list of presenters and participants is appended. (CH)

ED 445 619   HE 033 267

Julius, Daniel J.; Baldridge, J. Victor; Pfeffer, Jeffrey
Determinants of Administrative Effectiveness: Why Some Academic Leaders Are More Influential and Effective Than Others. Professional File, Fall 1999, Number 19.
SPONS. AGENCY- Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; *Administrator Effectiveness; Administrator Responsibility; Administrator Role; Decision Making; Foreign Countries; Higher Education; Institutional Role; *Leadership; *Leadership Qualities; Management Development
IDENTIFIERS- *Canada

This monograph on the issues of leadership, power, and influence summarizes information gleaned from working with and interviewing administrators at Canadian colleges and universities. The study notes, first, that decision-making environments in Canadian postsecondary organizations are multidimensional, characterized by interdependence, diversity, and varying paradigms of authority. A second observation is that effective decision-making in university environments requires an understanding of the limits of decision-making. The main portion of the report focuses on the structural, personal, and situational attributes of effective leadership, including among the structural attributes rank/position, being in the right unit, one's location in a communication network, one's reporting relationship, control over resource allocation, and organizational culture. Personal attributes are defined as including vision, ethos, and integrity; intellectual and socialization skills; one's appearance and social activities; and a willingness to influence. Among situational attributes are the ability to manage external problems; and effectively

The Relationship between Race and Socioeconomic Status (SES): Implications for Institutional Research and Admissions Policies. AIR 2000 Annual Forum Paper.
SPONS. AGENCY- College Board, New York, NY.; Association for Institutional Research.
PUB DATE- 00
NOTE- 21p.; Paper presented at the Annual Forum of the Associaiton for Institutional Research (40th, Cincinnati, OH, May 21-23, 2000). Grant provided by the College Board (412-13 CB Low Income Students, 24450).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; College Admission; *Desegregation Methods; *Educational Discrimination; Educational Status Comparison; Employment Level; Government Role; Higher Education; Income; Legislation; Minority Groups; *Public Policy; Race; *Racial Balance; Racial Composition; Racial Integration; School Demography; *Socioeconomic Status; Statistical Analysis; Whites
IDENTIFIERS- *AIR Forum; National Center for Education Statistics

This study examined whether replacing race-based affirmative action admissions programs in higher education institutions with class-based programs would continue to assist minorities yet have the added benefit of helping poor and working class whites. Three National Center for Education Statistics longitudinal databases were examined to assess the potential effects of such a shift in policy. Class was defined as socioeconomic status, a composite variable that combined income, parental education, and parental occupation. The paper finds that the argument supporting class-based affirmation action policies to achieve racial diversity is not supported. Although there is a statistically significant, but weak and declining, association between race and socioeconomic status, it was found that low socioeconomic status whites would disproportionately benefit from a class-based policy, as compared to low socioeconomic status minority peers, because of sheer numbers and over-representation. (Contains approximately 60 references.) (CH)

ED 445 638 HE 033 328

Perna, Laura Walter
Sex Differences in the Supplemental Earnings of College and University Faculty. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 36p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Compensation (Remuneration); Consultants; Higher Education; *Salary Wage Differentials; *Sex Differences; *Sex Fairness; Tables (Data); Women Faculty
IDENTIFIERS- *AIR Forum; National Study of Postsecondary Faculty

This study explores the extent to which college and university faculty supplement their basic institutional salaries, and whether, after controlling for differences in human capital, productivity, and structural characteristics, the tendency to supplement salary and the amount of supplemental earnings

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Business Administration Education; *Distance Education; Foreign Countries; Higher Education; Open Universities
IDENTIFIERS- India

This document presents the norms and standards for management education through distance mode that were considered and approved by the Distance Education Council (India) at its 12th meeting held on December 22, 1996. The document contains the following sections: (1) Introduction; (2) Curriculum Design; (3) Eligibility Criteria; (4) Admission/Selection Procedure; (5) Duration; (6) Student Intake; (7) Class Size; (8) The Measure of a Course/Programme; (9) Learning Resources; (10) Delivery Mechanism; (11) Evaluation; (12) Faculty; (13) Fee Structure; (14) Physical Facilities and Equipment; (15) Library; (16) Computer Facilities; and (17) Monitoring and Performance Review. (MES)

ED 445 656 IR 020 251

Michalski, Greg V.
Evaluating Web-Based Learning and Instruction (WBLI): A Case Study and Framework for Evaluation.
PUB DATE- 00
NOTE- 12p.; Paper presented at the International Society for Performance and Instruction Conference and Exposition (Cincinnati, OH, April 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business; *Computer Assisted Instruction; Educational Technology; *Evaluation Methods; Information Services; *Instructional Development; Instructional Effectiveness; Multimedia Materials; Professional Development; *World Wide Web
IDENTIFIERS- *Web Based Instruction

The purpose of this paper is to suggest an alternative approach to perform relevant and useful evaluations of Web-based learning and instruction (WBLI) that will accommodate performance and keep pace with the growing capabilities of the Internet. Discussion includes the advantages of WBLI, multimedia and streaming use in WBLI, building the foundation of WBLI capability, and a review of WBLI evaluation approaches. The paper focuses primarily on defining an evaluative framework that can accommodate a range of WBLI interventions specifically within a business environment by more deeply exploring learner needs, concerns, and expectations. A case study involving WBLI designed to assist the E-Service solutions group at Nortel Networks implement Time to Market (TTM) development principles is used to illustrate several aspects of the emergent framework. Contains 12 references. (Author/AEF)

ED 445 657 IR 020 252

Ravitz, Jason L.; Becker, Henry Jay; Wong, YanTien
Constructivist-Compatible Beliefs and Practices among U.S. Teachers. Teaching, Learning, and Computing: 1998 National Survey Report #4.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Office of Educational Research and Improvement (ED), Washington, DC.

ED 445 677 IR 020 379

Goodell, Joanne E.; Agelidis, Vassilios G.
Transforming the First-Year Experience in Engineering Using WebCT and Invitational Teaching.
PUB DATE- 00
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Bound Students; College Freshmen; *Computer Uses in Education; Engineering; Evaluation Methods; Feedback; Higher Education; *Instructional Design; *Instructional Innovation; Student Attitudes; *Student Reaction; Student Surveys; *World Wide Web

This paper describes how one engineering faculty member redesigned his first-year course in response to feedback from students wanting to have more personable and inviting relationships with their lecturer. Now, two years after these changes were made, student feedback collected through a modified version of the Invitational Teaching Survey (ITS) demonstrates that the approaches of invitational teaching can be used successfully with Web-based courses to ease the transition from high-school to university by helping to create a more inviting and inclusive atmosphere, even in very large classes. Appendices include the ITS (1999); tabulation of mean scores on individual items of the ITS; and factor loadings for the ITS. Contains 19 references. (Author/AEF)

ED 445 678 IR 057 855

Worthington, Janet E.; Somers, Albert B.
More Novels and Plays: Thirty Creative Teaching Guides for Grades 6-12.
PUB DATE- 00
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; Childrens Literature; Drama; Educational Resources; Fiction; Intermediate Grades; Learning Activities; *Lesson Plans; Novels; Secondary Education

This companion volume to "Novels and Plays" contains 30 detailed teaching guides for some of the best literature commonly taught in grades 6-12. Twenty of the guides are new to this edition and the others have been updated with fresh related readings, extension resources, and revised questions and activities. Guides are organized according to the most appropriate grade levels for study, and each one uses the same format. For each book, the lesson plan begins with a plot summary, followed by an appraisal of the book's place in society, including any awards and indications of its possible effects in the classroom. After listing themes and literary concepts, other related books are given for quick reference or as reading list handouts for students. Vocabulary lists for each literary piece include chapter denoting where each challenging word appears. Initiating activities, chapter-by-chapter discussion questions, writing activities, and other activities follow. Selected print emerged: Morality/Ethics, Hard Work, Centrality of Work, Leisure, and Independence. Regression analysis showed no statistically significant relationship between the length of time a worker was assigned to an industry and his composite work ethic score. Neither did other independent variables affect the non-relationship between time in the industry and work ethic scores. Results did not support a common perception that the inmate population is unmotivated, amoral, self-centered, and lacking the discipline to withstand the rigors of regular employment. (Contains 13 references.) (YLB)

ED 445 195 CE 080 639

Small, Mid-Sized Businesses Power Up with Workforce Training.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Business Administration; Community Colleges; Corporate Education; Corporations; Educational Technology; Educational Trends; Government School Relationship; *Job Training; *Labor Force Development; Models; Partnerships in Education; *School Business Relationship; *Small Businesses; Technological Advancement; *Training Methods; *Training Objectives; Trend Analysis; Two Year Colleges
IDENTIFIERS- Connecticut; Maryland; Texas (Austin); Workforce Investment Act 1998

Increasingly, small and mid-sized businesses are becoming just as focused on work force training as large corporations are. The training being provided by smaller companies is extending beyond nuts-and-bolts instruction into the area of core business skills, such as leading, managing, thinking creatively, and solving problems. States are dramatically increasing their funding and reducing their inflexible rules for work force training programs. Community colleges are providing accessible, affordable and responsive education and training that is often customized to specific business needs. Technology is making work force training both more essential and more feasible. The Workforce Investment Act of 1998 is also pushing state and local systems to bring business to the table to craft job training programs that meet real-world needs. Maryland's Partnership for Workforce Quality is an example of how some states are funding training programs targeted toward small businesses to make their state globally competitive. Connecticut exemplifies another trend in state-funded training, namely, customization by industry. In Austin, Texas, the local community college has partnered with a local company to develop an apprenticeship program supplemented with academic courses leading to an associate degree. Fast-changing technologies are both driving and enabling small companies to expand their work force training. (MN)

ED 445 196 CE 080 640

The Professionalization of Adult Education: Can State Certification of Adult Educators Contribute to a More Professional Workforce? State Policy Update.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions)

Policy; Staff Development; *Teleconferencing; Theory Practice Relationship; Training; World Wide Web
IDENTIFIERS- *Temporary Assistance for Needy Families; *Video Teleconferencing; Welfare Reform; Welfare to Work Programs

This document explains how agencies serving recipients of Temporary Assistance for Needy Families (TANF) can use videoconferencing as a tool for welfare and work force reform. The document begins with a brief overview of how videoconferencing and other communications technologies can be used in designing and delivering welfare and work force reform efforts. The following are among the program and policy issues discussed in Section 2: (1) available types of technology-based conferencing and communication techniques; (2) the available infrastructure for technology-based conferencing and communications and opportunities for expanding the infrastructure and making it more readily available; (3) ways technology-based conferencing and communications can help meet existing training, communications, and service delivery needs and priorities; (4) production and facilitation capacities needed to ensure that technology-based conferencing and communications tools are effective; and (5) issues in purchasing packaged training materials and other resources to enhance the effectiveness of technology-based communication. Section 3 reviews the findings of research on the use of electronic-based communication technologies in distance learning and other environments. Section 4 presents eight examples of innovative applications of electronic-based conferencing and communication in promoting welfare and work force reform. The bibliography lists the six resource Web sites and three publications. (MN)

ED 445 212 CE 080 668

Relave, Nanette
Promoting Employment Retention.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; Edna McConnell Clark Foundation, New York, NY.; Ford Foundation, New York, NY.; Woods Fund of Chicago, IL.; McKnight Foundation, Minneapolis, MN.; Administration for Children and Families (DHHS), Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Agency Cooperation; *Agency Role; Career Counseling; Counseling Services; Delivery Systems; Demonstration Programs; Employment Patterns; *Employment Services; Guidelines; Human Services; Innovation; Job Placement; *Labor Turnover; Program Development; Program Implementation; *Public Agencies; Public Policy; Social Science Research; *Social Support Groups; Strategic Planning; Theory Practice Relationship; *Welfare Recipients; World Wide Web
IDENTIFIERS- Preemployment Skills; *Temporary Assistance for Needy Families; Welfare Reform; Welfare to Work Programs

This document examines policy and program issues related to promoting employment retention among recipients of Temporary Assistance for Needy Families (TANF) who have moved from welfare into employment. The document begins with background information about the work requirements and time limits affecting TANF recipients. The second section discusses the systems would lead to more social partner input in development of the qualification structure. Restructuring of the National Register of Vocational Qualifications would contribute to its development in different occupational areas. In the context of Hungary's accession to the European Union, international transparency of qualifications becomes very important. Preparations must begin immediately, starting with development of information systems within institutional structures and covering certificates and content of training programs. (Appendixes include a 25-item bibliography; tables with information on population, labor market, VET, qualification structure, teacher training, and continuing training; and lists of research programs and key legislation on VET.) (YLB)

ED 445 230 CE 080 699

Modernisation of Vocational Education and Training in Latvia. National Observatory Country Report, 1999.
SPONS. AGENCY- European Training Foundation, Turin (Italy).
PUB DATE- 99
NOTE- 98p.; Project supported by the European Union's Phare and Tacis Programmes. For related documents, see CE 080 695-702.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Developing Nations; Economic Development; *Educational Change; *Educational Development; Educational Finance; Foreign Countries; International Educational Exchange; *Job Training; Labor Force Development; Modernization; National Surveys; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Latvia

The Latvian economy has undergone major changes during transition to a market economy after regaining independence in 1991. The unfavorable world economic situation has caused its growth to fall below potential. The vocational education and training (VET) system has traditionally been school-based. There are 120 VET institutions with a large network of institutions in all but one district. VET reform is aimed at a self-adapting system that corresponds to labor market needs and ensures opportunities for individuals to acquire knowledge and skills according to lifelong needs and interests. Changes in the existing system would include reform of institutions, institutional network, VET program, VET quality assurance, teacher continuing education, and financing; curriculum development; college education; and comparability and transparency of VET. Financing of VET is based on the curriculum, number of students, and language groups. Educational institutions are financed from state and municipal budgets, tuition paid by individuals or enterprises, and international foundations and programs. Most funding for development comes from international assistance projects. (Appendixes include a glossary; list of 23 major organizations; 15-item bibliography; list of 13 in-depth studies; and three charts illustrating new VET enrollees, enrollment of 14-19 year-Olds, and graduates, dropouts, and enrollees at the upper secondary level.) (YLB)

ED 445 231 CE 080 700

Dienys, Vincentas; Beleckiene, Giedre; Zimina, Natalija
Vocational Education and Training as a Tool To Ensure Social and Economic Cohesion. National Observatory Country Report. Lithuania, 1999.

The addendum contains training requirements concerning the use of powered industrial trucks. (KC)

ED 445 248 CE 080 728

DeGraffenreid, Jeff Gordon
Chemical and Biological Terrorism: Improvements to Emergency Medical Response.
PUB DATE- 99
NOTE- 64p.; Master of Education Creative Project, MidAmerica Nazarene University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Continuing Education; *Emergency Medical Technicians; Guidelines; *Health Education; *Medical Services; Models; Postsecondary Education; *Program Development; Staff Development; *Terrorism
IDENTIFIERS- Kansas (Johnson County)

The challenge facing many emergency medical services (EMS) is the implementation of a comprehensive educational strategy to address emergency responses to terrorism. One such service, Johnson County (Kansas) Medical Action, needed a strategy that would keep paramedics safe and offer the community an effective approach to mitigation. A comprehensive, cost-effective model for educating paramedics in emergency response to terrorism was created. The model is easy to implement and requires no special funding or additional staff. Paramedics implement the model by using a self-study module that builds upon previous learning and covers safety, fundamental concepts, departmental policies, a flow chart for first response, mass decontamination procedures, and a drug formulary for chemical and biological exposures. Implementation of this model should significantly enhance the actions of the first responders. Paramedics who have the knowledge to make wise decisions in the first minutes of a terrorism incident may significantly reduce morbidity and mortality. (Contains 38 references.) (Author/KC)

ED 445 249 CE 080 729

Stuart, Lisa
21st Century Skills for 21st Century Jobs. A Report of the U.S. Department of Commerce, U.S. Department of Education, U.S. Department of Labor, National Institute for Literacy and Small Business Administration.
PUB DATE- 99
NOTE- 50p.; Prepared with the assistance of Emily Dahm.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Coordination; *Educational Benefits; *Educational Cooperation; Employer Employee Relationship; *Futures (of Society); *Job Training; *Labor Force Development; Postsecondary Education; Productivity; Secondary Education; Unions; Vocational Education

In the workplace of the 21st century, America's workers will need to be better educated to fill new jobs and more flexible to respond to the changing knowledge and skill requirements of existing jobs. Meeting the challenge of employment and training

Employee Attitudes; *Employer Attitudes; Foreign Countries; Job Skills; Literacy Education; Needs Assessment; *On the Job Training; Outcomes of Education; *Skill Development; *Workplace Literacy
IDENTIFIERS- *Saskatchewan (Saskatoon)

Education and training in the workplace are quickly becoming survival tools for most organizations because their operating environments change constantly. Traditionally, many employers have looked externally to employ individuals with specific skills who can adapt to changing products and processes. Upgrading the skills of present employees was not seen as the best alternative. In the coming years, however, the external environment will not supply the number of qualified people needed. Fewer young people are entering the work force, leaving employers with fewer options for recruiting qualified people. A campaign in Saskatoon, Saskatchewan, aimed to increase the Saskatoon business community's awareness of workplace literacy and present it as a worthwhile business practice. An assessment of the need and desire for workplace education programs in Saskatoon was also conducted. The research revealed that Saskatoon businesses are not hampered by basic skills deficiencies--at least not to the extent that action must be taken. Employees are eager to learn; employers are willing to train, but skills development is not a priority on business agendas. Target areas of training identified by respondents presume an existing foundation of basic skills, with areas such as computer skills and customer relations skills cited as targets for training. No specific actions can be recommended at this time since the point to take action has not been reached. However, any efforts to maintain awareness of the benefits of workplace education, particularly to small businesses, are well expended. (Contains 9 references.) (KC)

ED 445 266   CE 080 766

Maxwell, Nan L.; Rubin, Victor
High School Career Academies: A Pathway to Educational Reform in Urban School Districts?
PUB DATE- 00
NOTE- 239p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Academies; *Career Development; *Education Work Relationship; *Educational Improvement; High Schools; *Integrated Curriculum; Outcomes of Education; Program Effectiveness; *Program Implementation; Qualitative Research; School Business Relationship; Vocational Education

This book examines the capacity of the career academy--one of the initiatives spawned by the school-to-work movement--to address academic reform in terms of increased education and workplace skills. Qualitative data collected as part of a 7-year local evaluation of career academies and a data set that contains transcript data on a population of three cohorts of public high school students with a survey of the students' plans for after high school were used to conduct the analysis. Chapter 1 discusses the historical trends and social conditions that led to the emergence of school-to-work educational reforms. Chapter 2 outlines the methods used to answer the questions about the ability of career academies to meet educational reform needs. Chapter 3 shows how the economic and education-related problems in one city led to adopting the career academy model as the

Resilience, Gender, and Success at School. Adolescent Cultures, School, and Society, Vol. 1.
PUB DATE- 99
NOTE- 183p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Case Studies; Educational Theories; Empowerment; Ethnography; Family School Relationship; *Females; *High Risk Students; High School Students; High Schools; *Peer Groups; *Resilience (Personality); Student Experience; Student Problems; *Success

This book was written in an attempt to understand the experiences of young women who struggled and compromised to succeed at school, and in doing so, created new pathways to success. Chapter One introduces the five young women whose stories form the basis of the book. It discusses multiple definitions of success and risk. Chapter Two presents a mini-ethnography of the school environment in which the students functioned. Chapters Three through Seven tell the stories of the young women. Chapter Eight looks at the commonalties and differences in the young women's stories, and where possible, relates them to current theories of school success. It describes how success for these young women was created by new pathways and supported at the personal, family, and school/community levels. Chapter Nine summarizes the influences on success, resilience, and gender. It concludes with suggestions for establishing school environments that are conducive to success for students with difficult lives. Appendix One "Methodological Appendix," describes the ethnographic methods used in the research. (Contains 4 tables and 138 references.) (Author/JDM)

ED 445 283 CG 029 500

Artz, Sibylle
Sex, Power, and the Violent School Girl.
PUB DATE- 98
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Case Studies; Delinquency; *Females; Peer Relationship; Prevention; Secondary Education; Secondary School Students; Self Concept; *Sex Differences; Student School Relationship; *Violence

This book examines the worlds and practices of school girls who participate in violent activities, but who are not involved with the juvenile justice system, members of gangs, or a visible minority group. It provides an understanding of where the violent school girl stands in relation to her nonviolent female peers, and her violent and nonviolent male peers. The book presents information from a research project during which the lives of six violent school girls were followed for one year. It includes information from ongoing conversations with their teachers, parents, and counselors. The girls chosen ranged in age from 13 to 16 years old, because that population shows the highest participation of girls in school-based violence. Chapter One presents an overview of past and current of over-work and over-dedication to careers, which have been misdiagnosed or ignored by mental health practitioners for several decades. Drawing a distinction between hard work and compulsiveness, this book outlines clinical interventions designed to help workaholics live a more balanced, healthy life. It is divided into three parts. Part 1, "High Performance, Workaholism, and Family Relationships" includes the following chapters: (1) "Workaholism and Family Functioning: A Psychological Profile of Family Members" (B. E. Robinson); and (2) "Spouses of High-Performing Men: A Profile of Marital Adjustment and Psychological Outcomes" (J. J. Carroll). Part 2, "The Intersect between High Performance in the Workplace and Family Patterns and Family Relationships," contains: (3) "Workaholics as High-Performance Employees: The Intersection of Workplace and Family Relationship Problems from an Object Relations Perspective" (G. Porter) and (4) "Attorneys: High Performance and Family Relationships" (C. Hibbs). Part 3, "High Performance and Parentification Outcomes in Families," contains: (5) "High Performance, Parentification, and Personality Development from an Object Relations Perspective" (M. Wells and R. Miller); (6) "Parentification in the Lives of High-Profile Individuals and their Families: A Hidden Source of Strength and Distress" (G. J. Jurkovic, R. Morrell, and S. Casey); and (7) "Parentified Children Grow Up: Dual Patterns of High and Low Functioning" (N. D. Chase). Each chapter contains references. (MKA)

ED 445 303   CG 030 360

Bell, Sherry Mee; McCallum, Steve; Cox, Elizabeth
Promoting Academic and Behavioral Growth: Collaboration at a
  Professional Development School.
PUB DATE- 00
NOTE- 6p.; Paper presented at the Annual Conference of the
  National Association of School Psychologists (New Orleans, LA,
  March 28-April 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- Attitude Measures; *College School Cooperation;
  College Students; *Educational Improvement; Elementary School
  Students; Family School Relationship; Grade 4; Grade 5; Grade
  6; Higher Education; Intermediate Grades; Interpersonal
  Competence; *Professional Development Schools; School
  Psychologists; *Student Attitudes; *Teacher Education; Teachers

This paper describes the collaborative activities among preservice and inservice personnel at a Professional Development School (PDS). Data was gathered from approximately 250 4th, 5th, and 6th grade students to assess measures of depression, attitude toward school, social functioning, and attributions. Relationships among these variables were determined (e.g., poor attitude was related to depression; social failure attributed to ability was related to depression). Educational personnel shared this information with the teachers of the elementary school students. Children were included in social skills training groups based on the data results. Parents were surveyed to get their impressions of the success of these and other activities of the PDS team members. These collaborative efforts served to unite university faculty, school psychology and education students, teachers, counselors, and administrators. The PDS school provided a variety of helpful training opportunities, and improved the quality of the vocabulary instruction that includes a variety of complementary methods designed to explore the relationships among words and the relationships among word structure, origin, and meaning; (6) comprehension strategies that include prediction of outcomes, summarizing, clarification, questioning, and visualization; and (7) frequent writing of prose to enable deeper understanding of what is read. The paper also discusses an effective curriculum for teacher preparation and inservice development. Contains 47 notes and 49 references. Appended is a suggested core curriculum for teacher candidates. (NKA)

ED 445 324   CS 014 106

Walpole, Sharon
Balanced Literacy: Making It Work in a Real School.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 73p.; Outline of a presentation presented at the U.S. Department of Education's 1999 Regional Conferences on Improving America's Schools Act (Salt Lake City, UT November 8-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Elementary Education; Intervention; *Reading Instruction; *Reading Programs; Reading Tests
IDENTIFIERS- *Balanced Literacy; *Reading Excellence Act

This slide presentation takes the educator through the step-by-step implementation of a reading program, RISE (Reading Initiative for Student Excellence), in a real school. The RISE program aims for balanced literacy for students, in response to the Reading Excellence Act (REA) of 1998. The presentation outlines the steps to balanced literacy, taking into account: (1) Reading Excellence Act; (2) Background of My School; (2) Role of Assessment; (3) Reading Program--Time, Team, Text, Tasks, Talk; (4) Role of Interventions; and (5) Readings to Start. (NKA)

ED 445 325   CS 014 107

Rhett, Nancy
Reading Research.
PUB DATE- 99
NOTE- 31p.; Outline of a presentation presented at the U.S. Department of Education's 1999 Summer Institute for the 21st Century Community Learning Centers Program (Washington, DC, July 27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Preschool Education; *Reading Difficulties; *Reading Research; *Reading Skills
IDENTIFIERS- National Assessment of Educational Progress; *Reading Excellence Act

This slide presentation first provides, in a concise form, background information on the Reading Excellence Act program authorized in 1998. It then presents a chart of fourth-grade reading achievement in 1998 from the National Assessment of Educational Progress. It also outlines some findings from reading research and lists the six dimensions of reading from the Reading Excellence Act. The presentation then focuses on

Seamon, Marc
Assessing the Need for Change: A Survey of Grammar Curricula in American J-Schools.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (83rd, Phoenix, AZ, August 9-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English Instruction; *Grammar; Higher Education; Instructional Improvement; *Journalism Education; National Surveys; *Punctuation; School Surveys; *Spelling
IDENTIFIERS- Associated Press Stylebook; *Journalism Schools; *Media Writing

Spelling, punctuation, grammar, and AP (Associated Press) style errors are among the factors that are hurting media credibility in the eyes of the public. Some have said that journalism schools share the blame for sloppy grammar because they do not prepare students. A survey of 100 randomly selected journalism schools and examination of their syllabi found plenty of awareness that spelling, punctuation, grammar, and AP style are important. The standards of instruction and assessment, however, varied widely, suggesting the need for a new, consistently high standard for teaching grammar in all J-schools. Improvements should aim for a clear, uniformly high standard for instruction and assessment. Future research is recommended. (Author/NKA)

ED 445 346 CS 217 264

Mitchell, Diana; Christenbury, Leila
Both Art and Craft: Teaching Ideas That Spark Learning.
PUB DATE- 00
NOTE- 243p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Creative Teaching; *Language Arts; Learning Activities; Secondary Education; Thematic Approach; Writing Instruction
IDENTIFIERS- *Ideas

This book offers countless practical ideas for student activities in the areas of literature, reading, writing, and thematic units, from the exploration of ghostly themes, to the writing of resumes for heroes, to devising yearbook entries or Web pages for famous literary characters. The book provides the middle school or secondary school classroom teacher with a wealth of creative activities and strategies for the day, the week, or the semester. It presents a one-stop shopping guide for creative teaching ideas, including 50 alternatives to the book report, new approaches to the research paper, and how to craft a family study unit. An annotated list of teaching resources offers further alternatives. Beyond being a mere compilation of useful lesson ideas, the book also provides solid advice for teachers who wish to create their own activities and adapt them to their students and their classrooms. (NKA)

ED 445 347 CS 217 265

English Language Arts: Standard Course of Study and Grade Level adult language; and (3) children's programs also contain a significant amount of violence, most of which is indicated by an FV ("fantasy violence") content descriptor. Contains 6 figures of data. (HKA)

ED 445 367 CS 510 401

Kunkel, Dale; Farinola, Wendy Jo Maynard; Cope, Kirstie M.; Donnerstein, Edward; Biely, Erica; Zwarun, Lara
Rating the TV Ratings: One Year Out. An Assessment of the Television Industry's Use of V-Chip Ratings. Report.
PUB DATE- 98
NOTE- 138p.; See CS 510 400 for an executive summary.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; *Commercial Television; Content Analysis; *Evaluation Methods; Evaluation Research; Parent Participation; *Programming (Broadcast); Television Research; *Television Viewing
IDENTIFIERS- Age Appropriateness; Child Protection; Evaluation Reports; *Television Content Ratings; *V Chip

The V-chip is an electronic filtering device that parents can use to block the reception of sensitive or potentially harmful television programming they do not want their children to see. Given that the revised V-chip rating framework including content descriptors has been in effect for a full year, it becomes essential to examine how the array of rating options is being applied by the television industry. A study sought to evaluate the V-chip system's effectiveness at identifying violent, sexual, or language content that may pose a concern for parents or a risk for children, examining the television industry's program rating judgments since the advent of the V-chip rating system in 1997, with special emphasis on the use of the newer rating system introduced in October 1997. The PBS network is not included in the study. Based on an elaborate sample of programming that includes more than 2600 shows sampled over two years, the extent to which various rating categories have been used was explored. To assess the fit of each program's rating with its actual content, scientific content analysis procedures were performed on the shows sampled in 1998. These content-based findings were then employed to evaluate the precision of the rating system and the consistency of the rating system. Findings provide solid support for the conclusion that, in general, the age-based ratings are being applied in a way that reasonably reflects the content of these shows. Contains 45 references and extensive tables of data. Appendixes contain two composite week samples, two broadcast network prime time over-samples, and TV ratings guidelines. (HKA)

ED 445 368 CS 510 402

Roberts, Donald F.
Kids & Media the New Millennium: A Kaiser Family Foundation Report with Appendices. A Comprehensive National Analysis of Children's Media Use.
PUB DATE- 99
NOTE- 190p.; See CS 510 403 for an executive summary.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Computers; Elementary Secondary Education; *Mass Media Effects; *Mass Media Role; *Mass Media

teachers with the skills and knowledge required to teach to the higher academic standards and (2) provide students with additional opportunities to learn and to achieve the higher standards. This report presents a number of intervention strategies that have proved effective in helping students increase their academic performance. The National Dropout Prevention Center has identified five levels of strategies for addressing the problems encountered in educating students in at-risk situations: systematic renewal, prevention, mediation, intervention, and recovery. This report explores mediation strategies, such as, parent and family involvement, multiple intelligences, service learning, and technology. Under intervention strategies it discusses alternative schooling, mentoring programs, and out-of-school experiences. (Contains 30 references.)

ED 445 388   EA 030 531

Rantissi, George
Analyzing Teachers' Expectations of the Headteacher's Roles at an Arab-Bedouin Elementary School in South of Israel.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; *Administrator Role; Elementary Education; Foreign Countries; Public Schools; *Role Perception; Role Theory; *Teacher Administrator Relationship; *Teacher Attitudes
IDENTIFIERS- *Israel

Thirty-five teachers (20 females and 15 males) from a total of 60 were chosen via random sample to answer a closed-end questionnaire. The role-statements were obtained from the official Israeli document listing the 19 roles of the headteacher. The questionnaire examined the following questions in relation to the gender of the teachers: (1) To what extent do the headteachers fulfill their official roles? (2) To what extent do the teachers expect the headteachers to fulfill these roles? Results reveal that both male and female teaches noted their dissatisfaction of the headteacher's fulfillment of the official roles, and there were no significant differences between the male and female teachers' perception concerning their expectations of the fulfillment of these roles. Most male teachers cited the importance of academic skills to effect the headteacher's fulfillment of the official roles, while most female teachers noted having professional skills as the important source to effect the fulfillment of the roles. (Contains 45 references.) (DFR)

ED 445 389   EA 030 534

A Journalist's Primer on Access to Schools.
SPONS. AGENCY- Chase Manhattan Foundations, New York, NY.
PUB DATE- 00
NOTE- 22p.; This report is based on a Hechinger Institute seminar on reporting from the elementary school classroom held in November 1999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- *Broadcast Journalism; Elementary Education;

DESCRIPTORS- *Decentralization; *Educational Change; *Educational Improvement; Elementary Secondary Education; Foreign Countries; *Governance; *Management by Objectives; Public Schools; *School Based Management
IDENTIFIERS- *UNESCO

Decentralization is one of the major trends in educational management in recent years. Among the many such reforms that have been undertaken, the introduction of school-based management in the structure of education governance is one of the most controversial developments. The implementation of such reform is increasingly advocated in different part of the world as a way to increase the efficiency and effectiveness of schools. This booklet reviews the origins and the basic features of the concept, the preliminary lessons that can be drawn from its introduction, and also the conditions required for its successful implementation. This work is the first in a series of three that will review and discuss the pros and cons of decentralization and how to go about it. This edition describes the implementation of school-based management models in six countries and also documents various decentralization movements that have emerged in several European countries. An Australian State of Victoria case study explores the political and pedagogical contexts for this reform and provides insights into the role played by the various actors and agencies that have been involved. (Contains 117 references.) (DFR)

ED 445 410 EA 030 628

Ross, Kenneth N., Ed.; Levacic, Rosalind, Ed.
Needs-Based Resource Allocation in Education via Formula Funding of Schools.
PUB DATE- 99
NOTE- 269p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Case Studies; *Decision Making; *Educational Change; Educational Improvement; Elementary Secondary Education; *Equal Education; Financial Needs; *Financial Support; Foreign Countries; Public Schools; *Resource Allocation
IDENTIFIERS- *UNESCO

This book explores a range of conceptual, methodological, and empirical issues concerned with the application of needs-based resource allocation in education via formula funding of schools. The notion of "needs-based formula funding" employed in this discussion refers to the impartial application of an agreed set of explicit rules to allocate educational resources in a manner that ensures that schools receive what they need to deliver a prespecified quality of education. The book is presented in three main parts: the policy context for needs-based formula funding, technical matters related to the construction of funding formulae, and case studies in five countries. The conclusion offers a checklist for senior decision makers in Ministries of Education that highlights the preconditions for undertaking a successful implementation of needs-based formula funding. The book's main message is that needs-based formula funding of schools offers considerable benefits to both centralized and decentralized school systems in terms of increased levels of equity, efficiency, effectiveness, transparency, and accountability. (DFR)

ED 445 411 EA 030 634

Children

This book is designed to furnish relevant and practical information based on theory and to address the needs of youngsters with advanced abilities, unique talents, and in-depth interests. It is organized into four parts: identifying gifts, interests, and learning styles; program and curricular models for talent development; curricular ideas and strategies; and classroom management. Specific chapters include: (1) "The Three-Ring Conception of Giftedness" (Joseph S. Renzulli); (2) "The Role of Teachers in Identifying Gifts in Young Children" (Susan Baum); (3) "Assessing Interests in Young Children" (Ann McGreevy); (4) "Celebrating Differences" (Martha Cray-Andrews); (5) "Elementary School Gifted Programs" (Marcia A. B. Delcourt); (6) "The Schoolwide Enrichment Model: Techniques for Increasing Academic Achievement and Addressing Talent Development with Primary Grade Students" (Deborah E. Burns and Sally M. Reis); (7) "The Enabling Curriculum: Enhancing Learning in Young Gifted Students" (Susan Baum); (8) "Talents Unlimited: Developing Gifts for Thinking in Young Children" (Carol L. Schlichter); (9) "Using Picture Books To Create an Enabling Curriculum" (Susan Baum); (10) "Language Arts and Gifted Primary Students" (Marian Matthews); (11) "Research Skills" (F. Richard Olenchak); (12) "Using How-To Books with Primary Grade Students" (Gina D. Schack); (13) "A Kinesthetic Curriculum" (Gail Neary Herman); (14) "Fostering Emotional Growth in Young Gifted Children through Bibliotherapy" (Thomas P. Hebert); and (15) "Gifted Primary Students in Heterogeneous Classes: Where Do I Start? How Do I Manage?" (Alane J. Starko). (Chapters include references.) (CR)

ED 445 429   EC 308 033

Ryan, Amy K.
End of Project Report for the Achieving, Behaving, Caring Project: Preventing the Development of Serious Emotional Disturbance among Children and Youth with Emotional and Behavioral Problems.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 33p.; Report includes material that appeared in part in articles in Teaching Exceptional Children, "Parent-Teacher Action Research: An Intervention for Emotional and Speech Disorders" and in the Journal for Emotional and Behavioral Disorders, "The Achieving, Behaving, Caring Project for Preventing ED: Two-Year Outcomes."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Behavior Disorders; Delinquency; Elementary Education; *Emotional Disturbances; Instructional Effectiveness; Interpersonal Communication; *Interpersonal Competence; Outcomes of Education; Parent Education; *Parent Participation; *Parent Teacher Cooperation; *Prevention; Self Control
IDENTIFIERS- *Social Skills Training

This final report discusses the activities and outcomes of the Achieving, Behaving, Caring Project, a program designed to prevent the development of serious emotional disturbance among children and youth with emotional and behavioral problems. The project had three main elements: (1) social skills instruction from a social skills curriculum chosen and taught by classroom teachers at least twice a week throughout the year to all

Computing Olympiad" (Benjamin Matthews); and "The Science of Language: Computational Linguistics" (Jason Eisner); and "Look, Ma, No Hands: Living with Repetitive Stress Injury" (Vasugi Ganeshananthan). The fifth issue focuses on the social sciences. Each issue also includes information about exploring career options, planning ahead for college, college reviews, and book reviews. (CR)

ED 445 449   EC 308 053

Improving Results for Culturally and Linguistically Diverse Students.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Cultural Awareness; *Cultural Differences; Curriculum; *Disabilities; Disability Identification; Elementary Secondary Education; *Exceptional Child Research; Federal Aid; Language Minorities; *Minority Group Children; Preschool Education; Research Utilization; *Special Education; Teacher Education
IDENTIFIERS- *Disproportionate Representation (Spec Educ)

This issue describes how researchers are studying ways to reduce the overrepresentation of students from minority backgrounds in special education. It begins by discussing problems associated with inappropriate classification and placement of minority students, including being denied access to the general education curriculum, being placed in separate programs with more limited curriculum that may affect the students' access to postsecondary education and employment opportunities, and being stigmatized with a misclassification that may negatively affect the student's self-perception, as well as the perceptions of others. Efforts by the Office of Special Education Programs, U.S. Department of Education, to support research that addresses disproportionate representation are then described. The program Skills Profiled through Arts, Reading, and Knowledge (SPARK) is profiled as a model preschool creative arts curriculum for teachers of young children with developmental delays or at risk of developing delays. Other studies are described that are investigating literacy strengths and difficulties faced by language minority students with learning disabilities, developing a demonstration model that provides a community-based program focused on serving children with emotional disturbance in a culturally competent manner, and establishing teacher training programs to prepare teachers to teach culturally and linguistically diverse populations. (CR)

ED 445 450   EC 308 054

Betsinger, Alicia M.; King, Christoper T.
Year Two Evaluation: On the Right Track.
SPONS. AGENCY- Texas State Dept. of Health, Austin.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Children; *Health Promotion; *Incidence;

*Emotional Disturbances; *Inclusive Schools; Intervention; *Mental Health Programs; Models; *Program Effectiveness; *Special Classes
IDENTIFIERS- *Mississippi

This report discusses the outcomes of a study that investigated whether a self-contained (SC) or pull-out (PO) intervention model was the most effective and most supportive of children's behavioral gains over the course of the entire 1996/1997 year. Data were collected by reviewing the clinical records of children (ages 6-14) who participated in one of central Mississippi's Comprehensive Mental Health Center School based day-treatment programs. An available sample of all the children who had been in either the PO (n=56) or SC (n=32) programs were included in the sample. An outpatient group (OP) of children (n=139) who attended regular education classes at school and received outpatient mental health was also included. Results indicated: (1) the significant differences between groups were not found between the SC and PO models, but between the SC and PO models and the OP groups; (2) the SC model was not significantly more effective than the PO model; (3) children in the SC group progressed behaviorally more than did the children in the PO or OP groups; and (4) children in the SC group had much longer lengths of stay in psychiatric inpatient settings of residential facilities than did the children in the PO or OP group. (CR)

ED 445 466   EC 308 075

Robinson, Kristin E.
Expanding a Continuum of Care: Outcomes of a Partial Day Treatment Program.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 4p.; In: The Annual Research Conference Proceedings, A System of Care for Children's Mental Health: Expanding the Research Base (12th, Tampa, FL, February 21-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; Children; Community Programs; *Cost Effectiveness; Elementary Secondary Education; *Emotional Disturbances; *Mental Health Programs; *Outcomes of Treatment; Parent Attitudes; Program Effectiveness; Residential Programs; *Transitional Programs

A study investigated the outcomes of the Acute Children's Extended Services (ACES) program, a Salt Lake City, Utah, program designed to help children with emotional and behavioral disabilities reintegrate into the community from inpatient or residential care. The study examined outcomes of the ACES program within four domains: access, clinical effectiveness, consumer satisfaction, and cost. Archival data were obtained for 99 children (ages 5-13) attending the ACES program during 1997-1998. Results found: (1) at the time of study, there was a 4-week waiting period for admission to the program, however, several wraparound services were available to waiting clients; (2) partial day treatment was effective in decreasing symptoms reported on a parent-completed checklist; (3) parents felt ACES procedures were fair and acceptable, and parents observed treatment gains, approved of the behavioral interventions, and were satisfied with the amount of time it took to access the

*Public Schools; *School Buildings

This report presents in-depth analysis, pictures, and personal stories illustrating the problems that deteriorated and overcrowded schools pose for students and teachers every day. The Grassroots Factbook provides updated, at-a-glance fact sheets and organizing kits that focus on the major decisions facing communities as the federal budget year progresses. The fact sheets reveal the status of public schools in each state summarizing the extend of school deterioration, the status of school construction, the impact on students and teachers, the communities ability to fund modernization of their schools, and the extent of federal support and legislation. The reports reveal that U.S. public schools have dangerously deteriorated to the point that it will take 50 years to modernize the existing public schools at current spending. Schools are overcrowded, and enrollments are expected to increase over the next 10 years. Communities and states no longer have the resources to address their overcrowded and deteriorated schools and need greater federal participation to rebuild and strengthen the educational infrastructure. Resource information is provided. (GR)

ED 445 489 EF 005 766

Thurnau, Carl T.
State Building Aid for Public School Districts and BOCES.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Improvement; Elementary Secondary Education; *Guidelines; Public Schools; *School Construction; *State Aid
IDENTIFIERS- *Boards of Cooperative Educational Services; *New York

This New York State Education Department bulletin provides guidelines and information on determining state building aid for public school construction pursuant to New York State Education Law: section 3602(6)(1) & (2). Guidelines address state building aid's purpose, eligibility, and formula for aid estimation. Included are guidelines on minimum classroom sizes for K-12 schools; aid requirements for elementary school additions; rating capacity for K- 12, special schools, and their additions; and determination of allowable expenses for building aid and eligible reconstruction projects. (GR)

ED 445 490 EF 005 769

Planning Guidelines for Primary Schools, Issue 1.
PUB DATE- 00
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classrooms; *Educational Facilities Design; Elementary Education; Foreign Countries; *Guidelines; Public Schools; *Space Utilization
IDENTIFIERS- *Athletic Facilities; *Ireland

This planning guide, reflecting recent changes in the educational system in Ireland, offers guidelines for designing primary schools that need to provide additional space for the growing species is essential to biodiversity and ecological balance, diversity in the world's languages is vital to social balance. The same trend toward monocultures, deforestation, and urbanization recognized to threaten biodiversity threatens languages as well. Making an explicit link between language survival and environmental issues, it is argued that the extinction of languages is part of the larger picture of the progressive collapse of the global ecosystem. The struggle to preserve the rainforest cannot be separated from the struggle to maintain diverse cultures, and that the causes of language death, like that of ecological destruction, lie at the intersection of ecology and politics. Homage is paid to some of the world's last speakers of endangered languages. The book is divided into 8 chapters, with a detailed list of illustrations, references and suggestions for further reading, a bibliography, and an index. Illustrations, figures, and tables appear throughout. (KFT)

ED 445 516   FL 026 385

Brecht, Richard D.; Rivers, William P.
Language and National Security in the 21st Century: The Role of Title VI/Fulbright-Hays in Supporting National Language Capacity.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Federal Legislation; Higher Education; *National Security; Politics of Education; Public Policy; *Second Language Instruction; *Second Language Learning
IDENTIFIERS- Fulbright Hays Act

This study evaluates the language-related programs mandated in the Fulbright-Hays Act of 1961, a federal policy designed to promote national security through the promotion of advanced language training and access of the U.S. government to such expertise. This study has two principal components: a retrospective assessment of the effectiveness of Title VI/Fulbright-Hays (Title VI/F-H) in meeting its statutory goals with regard to foreign language; and a look to the future with recommendations based on current law, past performance, and an empirically-based assessment of current needs for language in the United States. It is concluded that the United States, through Title VI/F-H has sustained the nation's capacity in less commonly taught languages (LCTLs), many of which have or have had strategic importance. Title VI/F-H has also played a key role in supporting basic research in linguistics and second language acquisition, been crucial to the training of foreign language experts, and meeting the needs of business and government for such services. It is also concluded that Title VI/F-H faces unprecedented new challenges in the years ahead as a result of the political, social, economic, and technological developments of the past 15. Eleven specific recommendations are made for the strengthening of the language component of Title VI/F-H, focusing on encouraging the study of foreign languages, funding more basic research, and involving resident native speakers of strategically important languages in these efforts. The book is divided into 5 chapters and includes references, several appendices, and an index. (KFT)

ED 445 517   FL 026 388

IDENTIFIERS- Australia; Canada; New Zealand; United Kingdom; United States

This book examines the impact of English in countries in which it is taken for granted--Australia, Britain, Canada, New Zealand, and the United States. It explores how the impact of English affects the development of national language policies, the maintenance of minority languages, the ability to provide services in other languages, the efforts to promote first language and bilingual education programs, and the opportunities for adult and child second language literacy training. Language and language-in-education policies are examined and the extent to which English language dominance influences some policies and preludes others is discussed. The book also explores the professional viability of a statement on national language policies that could be adopted by the International Teachers of English to Speakers of Other Languages organization as a statement of principles. The book is divided into three parts: "The Dominance of English and National Language Policies: An Overview"; "Language and Language-In-Education Policies in English Dominant Nations"; and "Teaching Within Language and Language-In-Education Policies." Extensive references are found at the conclusion of each chapter. (Author/KFT)

ED 445 537 FL 026 411

Mueller, Elizabeth Ann
Teaching Chinese Engineering Students Oral Presentation Skills.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Vancouver, BC, Canada, March 14-18, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; College Students; Engineering Education; English for Academic Purposes; *English for Science and Technology; *English (Second Language); Foreign Countries; Higher Education; Instructional Materials; *Oral Language; Public Speaking; Questionnaires; Science Education; Second Language Instruction; Second Language Learning; *Speech Instruction; *Speech Skills
IDENTIFIERS- *University of Hong Kong

This paper is a virtual transcript of a conference presentation. It discusses the context of the course: the students, the expectations of the faculty and employers and the administrative constraints, and the course itself at the University of Hong Kong, an English-medium institution. Teaching non-native speakers to make effective oral presentations in a technical subject in English is the aim of the course. The course is 2 hours per week for 12 weeks. It devotes 7 weeks to oral presentation skills, and the remaining weeks are taken up by projects that involve small group presentations. Focus is on the individual oral presentations by students and what is done to support and train them for this task. A step-by-step summary is provided of what the teacher has done to train Chinese speakers with very limited English speaking ability to make well organized and intelligible presentations in English. Most of these students have had little or no training or experience in oral presentation skills in Chinese or English, and the course must teach this professional skill in the students' second language. Tables of

*Class Activities; Classroom Techniques; *English (Second Language); Immigrants; *Job Search Methods; Language Minorities; Limited English Speaking; Literacy; *Vocational English (Second Language); Work Attitudes; Worksheets
IDENTIFIERS- Washington (Seattle)

This bilingual curriculum was developed by job search counselors at a Seattle nonprofit social service agency in conjunction with Washington state's welfare reform initiative, WorkFirst. The workshops were 30-hours long and were given over a 2-week period. The classes were conducted in the students' native language, as well as in English by an English-as-a-Second-Language (ESL) teacher. The units cover an entire range of work search activities as well as job retention skills and worker rights. Group work is an integral part of the job search workshop. As clients work together and share their concerns, they provide support for each other and develop team work skills that are valued by employers. The workshop is divided into 10 units, plus appendices. Covered topics include the following: an introduction to purpose, topics, and goals of the workshop; cultural differences; changes in welfare laws; the identification of job skills; a description of entry-level jobs; resources for locating job listings; job hunting; application processes; interview practice; resume writing; identifying what employers are looking for; qualities of effective workers; keeping a job; making money, benefits, workers rights, and unions; starting the new job; and changing jobs and career ladders. Useful forms are included. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (Author/KFT)

ED 445 557   FL 801 403

Becker, Aliza
Citizenship for Refugee Elders: Issues & Options in Test Preparation.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, DC.
PUB DATE- 00
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; Class Activities; *Classroom Techniques; English (Second Language); Federal Legislation; Immigrants; Language Minorities; Limited English Speaking; Literacy; *Older Adults; Program Design; Teacher Education; Teaching Methods
IDENTIFIERS- *Personal Responsibility and Work Opp Recon Act

This handbook is a guide to creating and managing citizenship programs for the elderly learner; a task made more urgent by the passage of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, which denies many federal and state benefits for non-citizen elderly people. The handbook brings together insights and observations from across the United States on elderly learners from a wide range of cultures. It is based on a nationwide survey of 200 programs. It identifies issues in teaching the elderly and makes recommendations for instruction and program design based on current best practices and promising and innovative new programs. Extensive references and contacts for further information are provided. There are chapters covering the following: elders and the naturalization process; refugee issues and definitions; issues (social, (Contains 13 references.) (SM)

ED 445 578   HE 033 172

Prasad, V. S.; Rausaria, R. R.; Lele, Malini A.; Bhushan, Bharat
Guidelines for Design, Development and Delivery of Programmes/Courses through Distance Mode.
PUB DATE- 99
NOTE- 29p.; For related document, see HE 033 173.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Mediated Communication; *Curriculum Development; *Distance Education; *Educational Technology; Evaluation Criteria; Foreign Countries; Higher Education; Independent Study; Information Technology; Multimedia Instruction; Nontraditional Students; Program Design; Program Development; Program Evaluation; Self Evaluation (Individuals); Student Evaluation; Telecommunications
IDENTIFIERS- *India

These guidelines were developed by the Distance Education Council (India) to provide institutions with action guidelines for development and delivery of distance education programs; to provide a framework for the maintenance of standards and quality assurance; and to provide benchmarks for self assessment. The guidelines highlight three essential paradigms of distance education: learner centeredness, comprehensiveness of learning experiences, and interactivity. Sections of the report cover the following areas: distance education as a new paradigm; planning academic programs; teaching-learning design and curriculum design; program development strategy; self-instructional materials; maintenance and continuous reform; using electronic media and new communication technologies; production and copying of materials; student support services; timely delivery of services; student evaluation; institutional requirements; networking and sharing resources; monitoring and performance review; quality assurance; human resource development; and benchmarks for self-assessment. Appended is a glossary and a list of open universities and correspondence course institutions throughout India. (SM)

ED 445 579   HE 033 173

Rausaria, R. R., Ed.; Bhushan, Bharat, Ed.; Lele, N. A., Ed.
Research Projects Scheme in Distance Education.
PUB DATE- 00
NOTE- 17p.; For related document, see HE 033 172.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Distance Education; *Educational Research; Foreign Countries; Higher Education; Program Evaluation; Research and Development; Research Committees; Research Projects
IDENTIFIERS- *India

This guidebook is intended to help researchers apply for funds for research projects in distance education through the Distance Education Council of Indira Gandhi National Open University (India). The stated intent of this guidebook is to

(141)
DESCRIPTORS- Administrator Effectiveness; Administrator Evaluation; Change Strategies; *Department Heads; Educational Change; Evaluation; Higher Education; Leadership Qualities; Leadership Training; Politics of Education; Professional Associations; Program Development; *Program Evaluation; School Administration; Self Evaluation (Groups)

This paper offers the perspective of one chair of a large English department in a medium-sized regional comprehensive institution on the practicalities of implementing departmental assessment and program change. The discussion focuses on the complex ways in which institutional engagement, state politics, and demographic change interact, and it especially examines the role of a regional agency, the New England Regional Conference on Higher Education (NERCHE), in supporting chairs to move their departments on with assessment even as they themselves are helped to grow into leadership roles. NERCHE brings together chairs from various departments, disciplines, and institutions; focuses on year-long themes; and combines the discussion of hands-on practicalities with introduction to various kinds of research. The paper looks at how a department chair can promote and foster assessment and discusses the kinds of internal and external support that are available, and critical, to a chair's success in this endeavor. It concludes that NERCHE offers a special and invaluable combination of professional development for both the department and its leadership. (SM)

ED 445 600 HE 033 236

Bhushan, Bharat, Ed.; Rausaria, R. R., Ed.
Directory of Distance Education Professionals.
PUB DATE- 99
NOTE- 331p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Faculty; Correspondence Study; *Distance Education; Foreign Countries; Higher Education; *Intellectual Disciplines; *Open Universities; Specialization
IDENTIFIERS- *India

This directory of distance education professionals in India covers personnel working in open universities, correspondence course institutes, and directorates of distance education of conventional universities and other national level research institutes. The information was derived from a set of structured questionnaires sent to all involved institutions. The profiles for 276 professionals include title, address, telephone, fax and E-mail numbers, age, languages known, positions held and employers, areas of present responsibilities, and details of specialized training in distance education. An appendix groups the professionals by areas of technical expertise, and then by areas of academic specialization. (RH)

ED 445 601 HE 033 237

Ryan, Steve; Scott, Bernard; Freeman, Howard; Patel, Daxa
The Virtual University: The Internet and Resource-Based Learning. Kogan Page Open and Distance Learning Series.
PUB DATE- 00
NOTE- 204p.; The book has a unique Web site: http://westworld.dmu.ac.uk/vu-rbl that provides links to all Web pages in the text, updates, and e-mail feedback.

managing external clients. Finally, the paper discusses how effective administrators enhance their potential for effectiveness, identifying the following behaviors: exercising influence and persuasion in strategic ways; setting priorities, using structured decision-making processes; establishing policy convergences; building a team; and managing conflict. A list of study participants and questions reviewed with administrators is appended. (Contains approximately 100 references.) (CH)

ED 445 620   HE 033 268

Lang, Daniel W.
A Primer on Responsibility Centre Budgeting and Responsibility
  Centre Management. Professional File, Winter 1999, Number 17.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
  (120)
DESCRIPTORS- *Accountability; Administrator Responsibility; Cost
  Effectiveness; Educational Finance; *Evaluation Methods;
  Financial Audits; Financial Policy; Foreign Countries; Higher
  Education; *Income; Institutional Administration; *Money
  Management; Performance Based Assessment; *Resource Allocation;
  Responsibility; Risk Management; *Strategic Planning
IDENTIFIERS- *Canada

This monograph is a "how-to" manual on responsibility center budgeting (RCB) and responsibility center management (RCM) in the context of Canadian and U.S. institutions. It explains how RCB/RCM works in practice and discusses some of the problems encountered in implementing this strategy at a number of Canadian and U.S. universities. The paper reviews the basic elements of RCB/RCM, which includes the calculation of all revenue generated by an academic unit, recalibrated periodically to ensure the reliability of cost information; the advantages of RCB/RCM in exposing costs that are often known but not recognized; the problems and disadvantages of RCB/RCM, including an institution's assumption that it has more knowledge of costs than it actually does have; how to install and costs of RCB/RCM, noting the need for a long-term commitment to the principles of RCB/RCM and a long-term understanding of markets and program costs; and the relationship of RCB/RCM to institutional plans and mission statements. In concluding the paper some RCB/RCM do's and don'ts are offered, along with a brief discussion of the future of RCB/RCM. A series of charts on central overhead model methodology, as well as financial worksheets are included. (Contains 36 book/journal references and 23 institutional reports on RCB/RCM.) (CH)

ED 445 621   HE 033 269

Lang, Daniel W.
Similarities and Differences: A Case Study in Measuring Diversity
  and Selecting Peers in Higher Education. Professional File,
  Spring 1999, Number 18.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Benchmarking; Comparative
  Analysis; Diversity (Faculty); *Diversity (Institutional);

varies between women and men. Data for the study is from the 1993 National Study of Postsecondary Faculty. Variables examined were basic institutional salary, supplemental earnings (from various sources), years of experience, academic rank, family responsibilities, research productivity, whether the faculty member holds an 11/12-month or a 9/10-month contract, as well as institutional type, size, and mission. The study found that 75 percent of full-time faculty supplement their basic institutional salaries with income from other sources; private consulting is associated with a greater likelihood of receiving supplemental earnings as well as higher amounts of supplemental earnings. Women are less likely than men to supplement income and also average lower amounts than men, even after controlling for differences in human capital, productivity, and structural characteristics. These differences suggest important sex differences in the financial welfare of women versus men faculty and also in professional prestige and individual, institutional, and societal benefits that accrue to faculty who engage in private consulting. (Contains 40 references.) (CH)

ED 445 639   HE 033 329

Chatman, Steve
Using National Survey of Postsecondary Faculty Data To Form Disciplinary Specific Comparative Productivity Figures for Public Institutions with Significant Graduate and Research Programs. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 40p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); *Chi Square; *College Faculty; Correlation; *Faculty Publishing; *Faculty Workload; Full Time Faculty; Goodness of Fit; Higher Education; *Intellectual Disciplines; Mathematical Models; *Statistical Data; Statistical Significance; Teaching Load
IDENTIFIERS- *AIR Forum; Carnegie Classification; National Study of Postsecondary Faculty

This study used the restricted access database of the 1993 National Study of Postsecondary Faculty to examine faculty workload by academic discipline for full-time regularly appointed teaching and research faculty in public Carnegie research I and II and Doctoral I and II institutions (n=2,056). Data are reported for 14 disciplinary areas (agriculture, business, education, engineering, fine arts, health, English, comminations, history, biology, physical science, mathematics, economics, psychology, and sociology) and include teaching load by student level, research funding by source, and scholarly productivity. Chi-square analysis considered whether faculty at different Carnegie class institutions were more or less likely to engage in an activity, and whether there was a difference in magnitude if engaged. In Chi-square analyses significant at the 0.05 level, teaching was associated with Carnegie class in 19 of 120 analyses, obtaining external funding was associated in 3 analyses, and outcomes of publishing was significant in only 1 case. Differences by magnitude were found in 5 instances. There are nine data tables and nine figures. (Contains 12 references.) (CH)

PUB DATE- 00
NOTE- 69p.; For Report #1, see ED 429 564; for Report #2, see ED 430 548; for Report #3, see ED 437 927.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Constructivism (Learning); Educational Environment; Educational Philosophy; Educational Practices; Elementary Secondary Education; *Learning Activities; Learning Theories; *School Surveys; Tables (Data); *Teacher Attitudes; *Teaching Methods; *Teaching Models

This report, the forth in a series from the spring 1998 national survey, "Teaching, Learning, and Computing," examines teachers' survey responses that describe the frequency with which their teaching practice involves those five types of activities and the frequency with which their practice involves more traditional transmission and skill-development activities instead. Behind all teaching practices and beliefs about teaching are two overarching approaches to teaching that represent different and somewhat incompatible models of good pedagogy: traditional transmission instruction and constructivist-compatible instruction. A constructivist learning environment tends to involve these five types of activities: projects, group work, problem-solving tasks, reflective thought through writing, and a variety of other tasks that engage students in meaningful thinking. In addition, the report examines specific teacher beliefs reflecting a teaching philosophy consistent with the use of those activities, and beliefs reflecting a teaching philosophy that runs counter to these teaching practices. Data are presented in 43 tables throughout the report. Supplementary tables and a summary of study methodology are appended. Contains 23 references. (Author/AEF)

ED 445 658 IR 020 253

Ronnkvist, Amy M.; Dexter, Sara L.; Anderson, Ronald E.
Technology Support: Its Depth, Breadth and Impact in America's Schools. Teaching, Learning, and Computing: 1998 National Survey Report #5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 33p.; For Report #1, see ED 429 564; for Report #2, see ED 430 548; for Report #3, see ED 437 927; for Report #4, see IR 020 252.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Computer Mediated Communication; *Computer Uses in Education; Educational Research; *Educational Resources; *Educational Technology; Elementary Secondary Education; Professional Development; School Surveys
IDENTIFIERS- Technology Utilization

This report, the fifth in a series from the spring 1998 national survey, "Teaching, Learning, and Computing," provides a framework for defining the various dimensions of technology support. Research has shown that teachers lack adequate support for the use of information and communication technologies (ICT). In this report, the term "support" is used in its and nonprint teaching resources are provided at the end of each guide. Appendices include information on diamante poem form and company names, addresses, and telephone numbers. (Includes an author/title index.) (AEF)

ED 445 679 IR 057 888

Rustomfram, Perveen; Qualls, Jane
A Library User Survey: What Undergraduate Students Think of Services at the University of Memphis Libraries.
PUB DATE- 00
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; *College Libraries; Higher Education; Library Instruction; Library Planning; *Library Services; Questionnaires; Student Surveys; Tables (Data); Use Studies; User Needs (Information); *User Satisfaction (Information); Users (Information)
IDENTIFIERS- University of Memphis TN

The University of Memphis (Tennessee) Libraries conducted a library user survey of undergraduate students in the fall of 1999. The survey was designed to evaluate the strengths and weaknesses of current library resources and services, to ascertain usage patterns and user satisfaction with resources and services, and to identify future needs of library users for planning. Questions focused on the resources, services, and staff of each department in the main library and in the branch libraries; the availability and ease of finding materials; access to electronic resources both from within the library and from off campus; library instruction courses; facilities and equipment; and demographics. Students were also asked to rank their future needs from a list provided. Seventy-six classes were randomly selected with a sample population of 1,404 students. A total of 1,085 surveys were completed, yielding a return rate of 77%. This report includes a discussion of the methodology, results, and recommendations. Appendices contain a list of classes surveyed, the questionnaire, statistical tables, and representative comments. (Author/MES)

ED 445 680 IR 057 890

Montana Public Library Recognition Program for Library Staff Members, Trustees, and Volunteers Manual.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Evaluation Criteria; *Library Personnel; *Public Libraries; *Recognition (Achievement); *Trustees; *Volunteers
IDENTIFIERS- Montana

This manual for the Montana public library recognition program for library staff members, trustees, and volunteers includes the following sections: (1) goals of the recognition program; (2) criteria for recognition; (3) categories for recognition, including criteria for library staff members, trustees, and volunteers; (4) the recognition program form; (5) a sample

(141),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Educators; Annotated Bibliographies; Case Studies; Definitions; *Educational Policy; Educational Resources; Educational Trends; Elementary Secondary Education; English (Second Language); Learning Processes; Literacy Education; National Organizations; Needs Assessment; Policy Formation; *Professional Development; Public Policy; *State Programs; *Teacher Certification; *Teacher Improvement; Trend Analysis; Volunteers
IDENTIFIERS- Arkansas; Kansas; Minnesota; *Professionalization of Teaching

This document explores whether state certification of adult educators can contribute to a more professional work force. The document begins by listing perceived advantages and disadvantages of certification and defining certification. The following reasons for supporting certification are presented: assuring professional competence; promoting professionalism; improving academic programs; and achieving greater work force retention. The following types of learning leading to certification are identified: single workshops, conferences, workshop series, summer institutes, university coursework, peer coaching, action research, and self-directed learning. Discussed next are the following certification-related concerns: losing teachers to better-paying jobs; exclusion of current and potential teachers; lack of significance; and lack of data. Existing state certification policies and practices are reviewed. The questions of whether English-for-speakers-of-other-languages instructors and volunteer instructors should be certified are considered. Presented next are case studies of efforts to increase the professionalism of adult education systems through certification in Minnesota, Kansas, and Arkansas. The case studies' findings are summarized to show that the positive effects that developing certification policies can have on states' commitment to adult education and on relationships among educators at the state and local levels. Twenty-nine endnotes are provided along with annotated listing of 12 recommended resource materials and organizations. (MN)

ED 445 197   CE 080 643

de Blignieres-Legeraud, Anne; Brugia, Mara; Debaty, Pol; Fonseca, Eduardo Augusto Peres
Trends in the Development of Training and the Role of Innovation as a Transferable Practice. TTnet Dossier No.1.
PUB DATE- 00
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjustment (to Environment); Distance Education; Economic Change; Educational Change; Educational Environment; Educational Media; *Educational Trends; Evaluation Criteria; Evaluation Methods; Foreign Countries; Global Approach; Information Technology; *Innovation; Instructional Development; *Job Training; Postsecondary Education; Social Change; Teacher Education; Teacher Role; Technological Advancement; Trainers; *Training Methods; Training Objectives; *Transfer of Training; Trend Analysis; *Vocational Education
IDENTIFIERS- *Europe; Global Economy; Impact Studies

This document contains four papers examining trends in the development of training and the role of innovation as a transferable practice. "Review of the Issue" (Anne de Blignieres-Legeraud) examines the vocational training systems following program and policy issues: (1) the importance of retention services in the context of welfare reform; (2) individuals who should be targeted for retention services; (3) strategies promoting steady employment (preemployment services, job placement that focuses on good jobs, support services, work supplements and work incentives, postemployment services); (4) when retention services are required; (5) how retention services should be delivered; (6) available funding for retention services; and (7) ways agencies can engage employers in retention services. The third section presents a brief overview of the findings of research on the effectiveness of various strategies for promoting employment retention among welfare recipients and low-wage workers. The document's final section describes successful strategies and programs that have been implemented in the following areas: Denver, Colorado; Florida; Massachusetts; Bergen County, New Jersey; Rhode Island; and New York City. The bibliography lists the 8 resource Web sites and 14 publications. (MN)

ED 445 213   CE 080 670

Hirsh, W.
Succession Planning Demystified. IES Report 372.
PUB DATE- 00
NOTE- 83p.; Project supported by the IES Research Club.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; Corporations; Definitions; Employment Patterns; Foreign Countries; Guidelines; Human Resources; *Labor Force Development; *Labor Turnover; Needs Assessment; Occupational Mobility; *Organizational Development; *Personnel Management; Personnel Needs; Personnel Policy; Promotion (Occupational); *Strategic Planning; *Systems Approach
IDENTIFIERS- United Kingdom; United States

This book, which is designed for human resource (HR) practitioners, details the principles and applications of succession planning, shows how succession planning is conducted, and explains its place in relation to other HR processes and business priorities. The introduction describes the book's intended audience and provides a brief overview of the book's contents. Section 2 includes the following items: (1) definition of succession planning (the process by which one or more successors are identified for key posts and career moves and/or development activities are planned for the identified successors); (2) list of things organizations want from succession planning (improved job filling, active development of longer-term successors, auditing of the organization's talent pool, and fostering a corporate culture); and (3) key linkages between succession planning and other business strategies. The following are among the topics discussed in sections 3-7: (1) the mechanics of succession planning; (2) succession and HR strategy; (3) integration of succession with assessment, job filling, organizational development, and individual employees' development; (4) supporting and embedding succession; and (5) determining whether succession planning is meeting the challenge. Section 8 presents 13 practical tips for implementing succession planning. Case examples from published studies are appended. The bibliography lists 35 references. (MN)

ED 445 214   CE 080 671

SPONS. AGENCY- European Training Foundation, Turin (Italy).
PUB DATE- 99
NOTE- 127p.; Project supported by the European Union's Phare and Tacis Programmes. For related documents, see CE 080 695-702.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Career Guidance; Developing Nations; Educational Administration; *Educational Change; *Educational Development; Educational Finance; *Educational Improvement; Educationally Disadvantaged; Elementary Secondary Education; Foreign Countries; Government School Relationship; *International Educational Exchange; *Job Training; Labor Force Development; National Surveys; Postsecondary Education; Teacher Education; Unemployment; *Vocational Education
IDENTIFIERS- *Lithuania

The poor state of the Lithuanian economy has led to a diminishing number of jobs and growing number of unemployed. Statistical data make it evident that the poor standard of education is one cause of unemployment. Stages of vocational education and training (VET) are initial, secondary, and postsecondary. The state oversees operation of education institutions. Education at state and municipal levels in general education, vocational, and college-type schools is free. Higher education is free for students with top-level grades. While the first stage of educational reform focused on building the labor market training system, the second involves increased investment in VET reform and coherent reorganization of the system. Special aspects include VET quality improvement, development of vocational training and career guidance, and teacher training improvement. Areas of human resource development are continuing education, manager and administrator training, and civil servant training. The increasing interest of other countries in the reform process has taken concrete form in bilateral and multilateral projects. Germany has provided tremendous support in development of the initial VET system; many contacts have been established with Denmark, Norway, Sweden, Finland, and Canada. (Appendixes include a list of acronyms, glossary, 30-item bibliography, and 6 diagrams.) (YLB)

ED 445 232 CE 080 701

Report on the Vocational Education and Training System in Poland. National Observatory Country Report, 1999.
SPONS. AGENCY- European Training Foundation, Turin (Italy).
PUB DATE- 99
NOTE- 132p.; Project supported by the European Union's Phare and Tacis Programmes. For related documents, see CE 080 695-702.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Developing Nations; Economic Development; Education Work Relationship; Educational Administration; *Educational Change; *Educational Development; Educational Finance; Foreign Countries; Government School Relationship; *International Educational Exchange; Job Development; *Job Training; *Labor Force Development; National Surveys; Postsecondary Education; Secondary Education; Unemployment; *Vocational Education
IDENTIFIERS- *Poland

This report on vocational education and training (VET) in Poland has nine chapters. Chapter 1 presents the socioeconomic situation; explains reasons for different rates of development will call for the best efforts of stakeholders and new forms of cooperation and collaboration. With this responsibility comes enormous opportunity. Not only does a better educated and trained work force create significant productivity gains and better bottom line results for American employers, but the more a worker learns, the more a worker earns. Society is responding, and education and training are increasing. Business establishments report providing increased formal education; unions are increasing their commitment to work force education and training; enrollments at community colleges serving an older, employed student body are increasing; and the federal government has made education and training top priorities. Challenges are the cost and scheduling of training for workers; employers' costs for training and fear of losing trained workers; and ability of postsecondary institutions to offer affordable, convenient work-related training. (The final section profiles of 23 promising partnerships and programs around worker training and lifelong learning. Appendixes include 80 endnotes and a 33-item bibliography.) (YLB)

ED 445 258   CE 080 730

Miller, Mev
Feminist Resources and Curriculum for Women Achieving Literacy. Final Report.
PUB DATE- 00
NOTE- 60p.; Research was made possible with a grant from The LuAnn Dummer Center for Women Graduate Student Research Award, 1999-2000.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Annotated Bibliographies; Curriculum; Educational Research; *Females; *Feminism; *Instructional Materials; *Literacy Education; Reader Text Relationship; Reading Material Selection; *Reading Materials; *Womens Education

A study examined whether there was a lack of women's literacy materials and whether this was a shared concern among literacy workers. A questionnaire mailed to organizations most interested in literacy issues and how they pertain specifically to women included these four sections: site specifics, specific questions on reading/resource materials, what additional feminist resources they used, and list of responders. Twelve complete responses were returned. Results indicated that 11 sites were evenly located in all parts of the continental United States, and 1 came from western Canada; 2 sites worked only with women learners, while the others served both women and men; programs served learners at various levels of skills; very few of the already available resources were used with any regularity; reasons for not using these materials included expense, advanced reading level, controversial subject material, and language that was too stilted or colloquial; there was very little overlap in the topics of the materials the programs used; and programs would use literacy materials on specific concerns to women if they were available. (Appendixes include the questionnaire, responses to the second section of the questionnaire, resource materials listed by respondents, and factors important in choosing literacy materials for women. An annotated list of 136 women's literacy resources and publishers list is attached.) (YLB) primary focus of high school reform. The next two chapters present multivariate findings from the quantitative analysis, including (Chapter 4) the overall impact of career academies on postsecondary education and labor market outcomes and (Chapter 5) the impact of the career academy as it unfolds in various school environments. Chapter 6 contains a summary and policy implications of the research, concluding that career academies can be quite effective at facilitating postsecondary educational success for their students, with two cautions: (1) the career academy must build academic knowledge and skills in high schools; and (2) the career academy strategy may not be appropriate in all high schools or for all students. (Contains 138 references.) (KC)

ED 445 267 CE 080 776

McLaughlin, Daniel; Smoredin, Calla; Smoredin, Ted; Timms, Mike
The Career Preparation Assessment (Tailored Versions): Results and Analyses from the 1998-1999 Cohort.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Competency Based Education; Educational Change; *Educational Improvement; Educational Practices; *Evaluation Methods; *Portfolio Assessment; *Program Effectiveness; Program Implementation; Scoring Rubrics; Secondary Education; Standards; *Student Evaluation

A study was conducted to determine how the Career Preparation Assessment portfolio (CPA), tailored to be used in local school reform efforts, was implemented in 10 schools in 1998-99. The research was organized and reported using these four clusters of research questions: tailoring the CPA, implementation, student performance and assessment, and whole-school change. The study found that: (1) the tailoring process enabled schools to customize the CPA to their own needs and increase ownership; (2) the tailored CPA can be implemented successfully in schools possessing certain structural characteristics generally associated with schools that are engaged in a whole-school reform; (3) reliable scoring of the CPA requires a commitment to conducting scoring with substantial training; (4) student performance on the tailored CPA was acceptable to implementing teachers; and (5) a strong majority of project teachers believe the tailored CPA is a valuable teaching tool that promotes changes in classroom practice and can support school-wide reform. (Appendices include both original and tailored CPA standards and rubrics, and student, teacher and scorer survey instruments.) (KC)

ED 445 268 CE 080 781

Powney, Janet; Lowden, Kevin; Hall, Stuart
Young People's Life-Skills and the Future. Research Report Series.
SPONS. AGENCY- Lifelong Learning Foundation, Manchester (England).
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adult Education; Agency Cooperation; Communication Skills; Communication (Thought Transfer);

theories of crime and delinquency. Chapter Two, which draws from data generated by the Survey of Student Life, presents profiles of the adolescent school girl and her violent female peer. It also considers the adolescent school boy and his violent male peer, and considers how they differ from each other and from females. Drawing on the case study material, Chapters Three through Eight explore the lives of the individual violent school girls. The chapters focus on the girls' descriptions of themselves, families, social activities, and friends; school activities; their relationships with teachers, administrators, and counselors; and their moral understanding of their own participation in violence. Chapter Nine summarizes and analyzes the findings described in the preceding chapters. Chapter Ten ties these findings to existing approaches to violence prevention, points out the gaps, and makes suggestions for change. The goal is to provide information that may be applied to the design and implementation of programs and interventions that have the power to reach violent girls. Appendix I contains four tables; Appendix II is Resource List. (Contains 176 References.) (Author/JDM)

ED 445 284   CG 030 085

Guss, Thomas O.
Toward Individual and Family Well-Being: A Modest Proposal for Initiating Counseling Programs in Support of Family Resources in Western Kansas Communities.
PUB DATE- 00
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Community Resources; Counselor Role; *Counselor Training; Curriculum Development; *Family Counseling; Higher Education; Mental Health Programs; Needs Assessment; *Rural Family; Well Being
IDENTIFIERS- *Kansas (West)

This paper provides the analysis used to support implementation of a family counseling sequence in a regional mid-western university. It describes the creation of the Family Development Program, a course designed to address these regional needs. The Program utilizes the model and Guidelines for Kansas Comprehensive School Counseling Programs, Family Life Education Standards, and Family Resource Coalition of America Principles. Highlights are presented of the program instruction in several approaches to services supporting family well being and individual development. The program attempts to empower service providers, especially counselors, to support program change directed at enhancing family well being, and discusses how to advocate directly on behalf of children, youth, and families. Appendix A is "Characteristics of Youth in Western Kansas"; and Appendix B is "Handout Resources." (Contains 5 tables and 45 references.) (Author/JDM)

ED 445 285   CG 030 180

Mendel, Richard A.
Less Hype, More Help: Reducing Juvenile Crime, What Works--and What Doesn't.
SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.
PUB DATE- 00
NOTE- 95p.; Co-publishers were Child Welfare League of America,

educational environment for children. (JDM)

ED 445 304 CG 030 368

Vernick, Stacie H.
The Career Thoughts Inventory (CTI) in Research and Practice.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Guidance; Cognitive Measurement; Cognitive Processes; *Negative Attitudes; *Research; Theory Practice Relationship; Validity
IDENTIFIERS- Dysfunctional Behavior

The purpose of this document is to provide an up-to-date analysis of what has been learned about the Career Thoughts Inventory (CTI) through the findings of various research studies. The studies looked at the negative career thoughts of a variety of populations and identified several correlates to dysfunctional career thoughts. Such correlations add both to an understanding of the career and mental health constructs that are associated with dysfunctional career thoughts and to the convergent validity of the CTI. This paper contains a summary of CTI research to date (correlates to dysfunctional career thoughts and further evidence of the CTI's convergent validity). A research summary table is included which contains key points about research samples, variables, measures, designs, analyses, findings, and implications. Also provided is a detailed description of CTI research, including information about research questions, findings, discussion, implications for practice and for studies employing CTI. (Contains 27 references.) (JDM)

ED 445 305 CG 030 370

Alcohol and Other Drug Prevention on College Campuses: Model Programs, 1999 and 2000.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Safe and Drug Free Schools Program.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Demonstration Programs; *Drinking; Drug Education; Higher Education; Illegal Drug Use; *Prevention

Recent research confirms that college campuses continue to have significant alcohol and other drug-use problems. Although the vast majority of college students are under the legal drinking age of 21, alcohol is the drug that causes the most problems. Studies conducted on college campuses suggest a strong relationship between alcohol and other drug use and a variety of negative consequences for students. These include poor academic performance, accidental injuries and deaths, fighting, unplanned sexual activity, property damage, and trouble with campus or local police. In response to growing awareness of and concern about this problem, institutions of higher education are implementing policies and programs in an attempt to curb alcohol and other drug use and the associated negative consequences. The environmental management approach being used recognizes that student behavior is influenced at multiple appropriate reading skills for children to have from preschool through third grade, gives indicators of reading difficulties, and suggests what volunteer programs and extended learning programs can do. It concludes by listing resources--seven publications and three web sites. (NKA)

ED 445 326 CS 014 108

Rhett, Nancy; Garza, Vanessa
The Reading Excellence Program.
PUB DATE- 00
NOTE- 65p.; Outline of a presentation presented at the National Association of Bilingual Educators Conference (San Antonio, TX February 15-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Literacy; Preschool Education; Program Implementation; *Reading Instruction; *Reading Programs; *Reading Research; Second Language Learning; Student Needs
IDENTIFIERS- *Reading Excellence Act

This slide presentation outlines the components of the Reading Excellence Program. It gives the background of the Reading Excellence Act of 1998; and states that 1999 state grantees were in 17 states and would be in 14-16 states in 2000. It provides content and key strategy: six dimensions of reading, use of scientific research base; informs about state and district roles in program implementation; and enumerates some issues for reading instruction for English language learners (i.e. native speakers of other languages). Contact information is also included. (NKA)

ED 445 327 CS 014 109

Lacy, Laurie; Dole, Janice; Donaldson, Becky; Donaldson, Brady
Implementing the Reading Excellence Act.
PUB DATE- 99
NOTE- 27p.; Outline of a presentation presented at the U.S. Department of Education's 2000 Western Regional Conference on Improving America's Schools Act (7th, Sacramento, CA, September 18-20, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Literacy; Models; Primary Education; Program Implementation; *Reading Instruction; *Reading Programs
IDENTIFIERS- Legislated Learning; *Reading Excellence Act; *Utah

This slide presentation outlines one state's (Utah) version of implementation of a model for literacy learning under the Reading Excellence Act (REA). According to the presentation, the model is called "The Utah Reads K-3 Literacy Model." The presentation is divided into the following sections: Utah's Vision: What We've Learned So Far; One District's Vision: What We've Learned So Far; One School's Vision: What We've Learned So Far; and Conclusions (i.e., the REA is a long-term commitment for schools; there are many misconceptions about reading instruction that must be dealt with; and developing a shared vision takes time). (NKA)

ED 445 328 CS 014 110

Competencies, K-12.
PUB DATE- 99
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *English Instruction; *Integrated Curriculum; *Language Arts; Problem Solving; *Reading Instruction; State Curriculum Guides; Student Educational Objectives; Thinking Skills; *Writing Instruction
IDENTIFIERS- *North Carolina

The North Carolina Standard Course of Study aims to guarantee that all students have equal access to education. This revised North Carolina Standard Course of Study for English Language Arts is intended as a flexible guide to instruction, emphasizing what students should know and be able to do as they progress through various levels of proficiency. The revised curriculum guide focuses on themes and concepts rather than isolated facts. It emphasizes thinking skills and problem solving more than the memorization and recall of information and is based on recent research on how students learn. It promotes integration (as a curriculum implementation strategy) through the identification of common skills and processes. The guide is divided into the following sections: Introduction (Foreword; Acknowledgments; Preface; Outcomes; Purpose; Philosophy; Program Description); Grade Level Curriculum (K-2 Grade Level Goals and Objectives; 3-5 Grade-Level Goals and Objectives; 6-8 Grade-Level Goals and Objectives; 9-12 Grade-Level Goals and Objectives); and Appendices (A--Information on Beginning Reading Instruction; B--Grade Span Continuums: K-2, 3-5, 6-8, 9-12; C--Strand Continuums: Written Language: Reading; Written Language: Writing; Oral Language; Other Media/Technology; D--Content of a Reading and Literature Program K-12; and E--Glossary). (NKA)

ED 445 348 CS 217 266

Report of Student Performance in Writing, 1999-2000: Grades 4, 7, and 10. North Carolina Testing Program.
PUB DATE- 00
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Grade 10; Grade 4; Grade 7; *Student Evaluation; *Writing Achievement; *Writing Evaluation
IDENTIFIERS- *North Carolina; North Carolina Statewide Testing Program; Writing Samples

This 1999-2000 report of student performance in writing provides information on student performance on the North Carolina Writing Assessment at Grades 4, 7, and 10. Noting that the annual writing assessment, a component of the North Carolina Testing Program, is also a component of the ABCs Accountability Program at Grades 4 and 7 and at Grade 10 in the Index Model and the Performance Composite of the ABCs, the report states that this inclusion in the ABCs ensures that writing as a basic skill is emphasized in every classroom. The report provides information about the level of student performance in the area of writing based on results from the annual on-demand writing sample. The report was generated using aggregate student data

Use; Media Research; Research Methodology; Use Studies; *Youth
IDENTIFIERS- *Media Habits; New Media

This report presents details of a study which gathered information about all kinds of media behaviors from a nationally representative sample of American youth--the study asked: In this modern media environment, how much time do American children devote to each of the different media? According to the report. The data for the study came from two national samples: a nationally representative sample of 1090 children aged 2 through 7 years and a nationally representative sample of 2065 students in grades 3 through 12 (8-18 years). The report is divided into the following sections: (1) Introduction; (2) Methods; (3) The Media Environment (household media, personal media, constant television households, children's media environment: some generalizations); (4) Patterns of Daily Media Use; (5) Content Preferences (television content, video content, movie content, video games, computer games, chat rooms, web sites, popular music, magazine genres, book genres, newspaper content, print); (6) Contexts of Exposure; (7) Further Explorations (personal contentedness and social adjustment, media preferences, attitudes toward television and computers, school grades, heavy versus light media exposure); and (8) Summary and Conclusions. Contains 90 tables of data and 36 references. A separate Appendix section with additional data is included: Appendix A deals with methodology; Appendix B details a media use diary; Appendix C contains toplines; Appendix D deals with media genres. (NKA)

ED 445 369   CS 510 403

Roberts, Donald F.
Kids & Media the New Millennium: A Kaiser Family Foundation Report. A Comprehensive National Analysis of Children's Media Use. Executive Summary.
PUB DATE- 99
NOTE- 60p.; See CS 510 402 for the full report.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; *Computers; *Mass Media Effects; *Mass Media Role; *Mass Media Use; Media Research; Use Studies; *Youth
IDENTIFIERS- *Media Habits; New Media; Proactive Planning; Research Synthesis

A study examined media use patterns among a large, nationally representative sample of children ages 2-18, and which explored how children choose and interact with the whole array of media available to them, including television, movies, computers, music, video games, radio, magazines, books, and newspapers. The goal was to provide a solid base from which to examine media's effects on children and develop strategies for proactively using media to communicate with America's youth. Several key findings emerged: children spend the equivalent of a work week using media; kids grow up surrounded by media, even very young children; many parents seem not to exercise much oversight of their children's media use; young people's media use hits its zenith just as children are making the transition to their teenage years; despite widespread access, children spend a relatively small amount of time each day using computers; traditional media--especially TV--continue to dominate children's media use; most kids still read for fun; kids use new media to supplement rather than replace other forms of media; most kids say they prefer computers to TV; children who spend the most time with media are the least contented; children in lower socio-economic communities spend

*Freedom of Information; *Journalism Education; *Mass Media Role; *News Writing; *Public Relations; Public Schools

This report based on "Seminar on Reporting from the Elementary School Classroom" begins with a session on the controversies surrounding issues of access and the public's right to know. The panelists were a school superintendent, a teacher, a former school board member, and a school district public affairs officer. The seminar audience was comprised of approximately 30 education reporters. Two words mentioned frequently during the discussion were "trust" and "balance." Educators feel journalists need to gain their trust; journalists talk about the need to build trusting relationships with educators in order to get access. Both sides pay homage to the need for balance in reporting, but they may not agree on whether or not it has been achieved in any particular story. But, should journalists, by necessity, have to build a trust relationship with education in order to get their stories? And, are education officials, particularly those in the public affairs offices of school systems, obligated to help reporters in the pursuit of their stories, providing whatever access is needed? In the end, journalists must contend with as many policies on access as there are school districts simply because virtually every jurisdiction is on its own in deciding when to extend access to reporters. (DFR)

ED 445 390 EA 030 535

Ercetin, S. Sule
Personal Visions of the Administrators in the Turkish Elementary Schools for the 21st Century.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; *Administrator Role; *Assistant Principals; Discipline; Elementary Education; Foreign Countries; *Leadership Qualities; *Organizational Objectives; *Principals; Public Schools; School Community Relationship
IDENTIFIERS- *Turkey (Ankara)

Vision is an important dimension in the leadership characteristics of school administrators. This dimension can be expressed in a 2-phased process: the development of both personal and organizational visions. How this vision is developed, however, in school administrators is difficult to answer. This study looks at the development of personal vision in school administrators. Data were collected from 158 elementary principals and 243 assistant principals from Ankara, Turkey. Self-evaluations of proficiencies, self-development fields, leadership styles, professional values, and schools were determined. Differences occurred between principals and assistant principals in determining proficiencies, self-development fields, and leadership styles. Differences were nonexistent in determining school climate, school-community relationships, the pressure of superior administrators, and discipline. These results are compared to the requirements of 21st century education. (Contains 18 references.) (DFR)

ED 445 391 EA 030 567

Resources for Planning the School Calendar, 2000-2001.
PUB DATE- 99

Hartman, William T.
School District Budgeting.
PUB DATE- 99
NOTE- 280p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Budgeting; *Decision Making; *Educational Finance; Educational Improvement; Elementary Secondary Education; *Program Budgeting; Public Schools; *Resource Allocation; School Administration; School Business Relationship; School Districts

This book is devoted exclusively to the budgeting process in school districts, unlike the more common generic budgeting texts. As such, it allows an in-depth treatment of both conceptual and practical aspects of budgeting in a single volume. By default, school business officials have had to rely on the state education accounting manual as their primary text, supplemented by state department of education memoranda and data, school district budget documents and related materials, individual chapters from books on school business management, and journal articles. This book remedies this situation and fulfills two purposes: to be used as a textbook and as a reference book. As the former, it is intended for use in graduate courses in educational administration for aspiring administrators--particularly those courses in business administration, fiscal management, and school finance. It can also be used as a text in professional development for practicing administrators. As a reference book, it can serve as a source of new ideas, good practices, and useful examples for school administrators. Chapter topics include budget and budgeting, organization for budgeting, accounting as the language of budgeting, building the budget, budget adjustments, marketing the budget, managing the budget, and use of microcomputer models in budgeting. Contains lists of tables and figures. (DFR)

ED 445 412 EA 030 635

Plecki, Margaret L.
Washington State School Finance, 1999: A Special Focus on Teacher Salaries.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Expenditures; *Full State Funding; Property Taxes; Public Schools; *Teacher Salaries
IDENTIFIERS- *Washington

This paper provides current information about the funding of Washington's K-12 school finance system. Schools in Washington State derive most of their revenues from state sources. In response to a 1977 court ruling, 'Seattle v. State of Washington', the state assumed responsibility for funding "basic education" for a "uniform system of K-12 public schools." According to the court, the legislature is responsible for defining a basic education. The court also children in the first and second grades; (2) a parent liaison from the local community who coordinated and facilitated regular communication between the parents and teachers of individual children; and (3) the Parent-Teacher Action Research (PTAR) model for developing consonance between home and school. The report explains each of these three elements and provides vignettes written by the parent liaison who coordinated with families around individual children. Results of the project indicated that compared to 18 controls, the 18 children participating in PTAR showed significantly greater reduction in internalizing behaviors, significant decreases in delinquent behavior, and improvements in cooperation and self control. PTAR parents rated themselves significantly higher than control parents for systems advocacy, knowledge base, and feelings of competence. (Contains 29 references.) (CR)

ED 445 430   EC 308 034

Mar, Harvey H.; Sall, Nancy
Psychoeducational Assessment of Students Who Are Deaf-Blind: A Decision-Making Model for School-Based Practitioners. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Interpretation; *Deaf Blind; Elementary Secondary Education; Evaluation Methods; Inservice Teacher Education; Models; *Professional Development; *Psychoeducational Methods; Student Characteristics; *Student Evaluation; *Testing; Testing Problems

This final report describes the activities and outcomes of a project designed to develop and establish a psychoeducational assessment model to enhance the ability of educators, psychologists, and learning specialists to design and conduct meaningful evaluations of students who are deaf-blind. By focusing on psychoeducational assessment, this project sought to address several longstanding concerns, including the absence of uniform guidelines for evaluation, the lack of field-based training materials and resources on the process of assessment, the shortage of evaluation personnel who are familiar with specific issues of deaf-blindness, and the problem of accurately characterizing the abilities and growth of individuals for whom standard models and techniques of assessment are likely to be inappropriate. Major outcomes of the project included the development of: (1) a pragmatic model of psychoeducational assessment for school-based practitioners working in diverse settings, including a process to assist state and multi-state projects to implement "train-the-trainer" models of personnel preparation; (2) materials and resources to support self-study or inservice models of personnel preparation; and (3) a communication assessment protocol to improve competencies of practitioners to describe communication and social interaction behaviors of students with deaf-blindness. (Contains 28 references.) (CR)

ED 445 431   EC 308 035

Cantu, Norma V.; Heumann, Judith E.
Memorandum on Harassment Based on Disability.
PUB DATE- 00

*Prevention; Program Effectiveness; Program Evaluation; *Program Implementation; *Severe Disabilities; Staff Role; *State Programs
IDENTIFIERS- *Texas

This project report presents findings on the implementation and progress of the On the Right Track program during the second year of a four-year grant period. The project, which began in July of 1997, is designed to assess and document the magnitude, severity, and secondary conditions of disabilities for persons with disabilities in Texas, to promote healthy lifestyles for people with disabilities in Texas, and to strengthen the leadership role of the Texas Department of Health in this domain. The report provides an overview of key features of the On the Right Track program and outlines the roles and responsibilities of program partners. It briefly describes implementation during year two and presents project constraints and lessons learned. Findings from the project include the following: (1) progress has been made with respect to the state-level data review, the Behavioral Risk Factor Surveillance System-Disability Module, and injury surveillance activities during year two; (2) numerous health promotions have occurred; (3) the release of funding to certain project partners was cited as a constraint during year two of the project; and (4) the state strategic plan for the prevention of secondary conditions was completed. (CR)

ED 445 451   EC 308 057

Walz, Lynn; Vandercook, Terri; Sauer, John; Nelson, Marilyn; Medwetz, Laura; Thurlow, Martha; McDevitt-Kraljic, Mary
Dissatisfaction x Vision x First Steps   Resistance: A Summary of Learning from Supporting Inclusive Educational Environments through Systematic Change.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 27p.; This report was partially supported by "Together We're Better: Inclusive School Communities in Minnesota/Partnerships for Systems Change" by the United States Department of Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Programs; *Demonstration Programs; Elementary Secondary Education; *Inclusive Schools; Organizational Development; Resistance to Change; *Severe Disabilities; *Systems Approach
IDENTIFIERS- Minnesota

This monograph presents lessons learned from the five-year (1992-97) project, Together We're Better, a federally funded systems change project focused on inclusion of children with severe disabilities in Minnesota schools and communities. The project identified six focus areas: (1) district partnerships, (2) personnel preparation and development, (3) an inclusion mentorship program, (4) statewide training, (5) family leadership, and (6) development of inclusive education products. Lessons learned are presented in terms of an equation, D x V x F   R, or Dissatisfaction multiplied by Vision multiplied by First Steps must be greater than Resistance to change in order for organizational change to occur. Specific lessons include examination of the organization's current practices and areas of need, drafting a program; and (4) the ACES program costs approximately $40 per day, with total cost for the average 13-week length of stay in partial day treatment ranging from $960 to $2,400. (CR)

ED 445 469   EC 308 076

Breda, Carolyn S.
The Organizational Context of Courts' Treatment Referrals for Juvenile Offenders.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 7p.; In: The Annual Research Conference Proceedings, A System of Care for Children's Mental Health: Expanding the Research Base (12th, Tampa, FL, February 21-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Behavior Disorders; Children; *Court Judges; Decision Making; *Emotional Disturbances; *Juvenile Courts; *Mental Health Programs; Predictor Variables; *Referral; Surveys
IDENTIFIERS- *Tennessee
This study examined the rate at which juvenile courts refer youthful offenders to mental health care and organizational factors that may account for variation in treatment referral rates. The study was based on 73 juvenile courts in Tennessee. Data sources included secondary, statewide data on youth referred to the courts in 1997 and responses of judges to the Juvenile Court Survey. Results found: (1) the statewide referral rate was 3 percent; (2) nearly all judges believed that a youth's mental health status should affect their decisions and that assessments are an important tool for decision making, however, few courts typically had evaluations available prior to case disposition; (3) courts with more serious caseloads and drug offenses had significantly higher referral rates than courts with less serious caseloads; (4) higher referral rates were found in courts with more frequent staff communication, where prosecutors tended not to participate in filing petitions, and where determinations of guilt and disposition were made simultaneously; and (5) higher referral rates were found in courts where delinquency was viewed as a result of negative peer influences. (CR)

ED 445 470   EC 308 077

Okamoto, Scott K.
Interagency Collaboration with High-Risk Gang Youth.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 4p.; In: The Annual Research Conference Proceedings, A System of Care for Children's Mental Health: Expanding the Research Base (12th, Tampa, FL, February 21-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

range of teaching and support services. It addresses increased sizes of general purpose rooms, extra floor area provision for classroom storage, administration, etc. in addition to space provisions for special tuition, home school liaison, resource teaching, and speech and language, including facilities for information technology. Concluding sections address the boiler house, circulation and social space, hardplay areas, ballcourt and pitches, car parking and set-down/pick-up areas, and site area and boundaries. (GR)

ED 445 491   EF 005 772

Beeton, Ken
Modernising the Schools Infrastructure in England.
PUB DATE- 99
NOTE- 10p.; Keynote address delivered at the UEF/PEB/CAE International Symposium 1999 (Baltimore, MD, USA).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Finance; *Educational Improvement; *Elementary Secondary Education; Foreign Countries; *Modernization; Public Schools; *School Maintenance
IDENTIFIERS- *England; Infrastructure

This keynote speech addresses how to modernize school infrastructure for the delivery of 21st century education in England, including the background of the English education system and the current state of the English school estate and maintenance backlog. It discusses the government's role for improving the education system and raising standards, new sources of money using public private partnerships, and the following three challenges that large inflows of extra capital present: how to target money more effectively to raise standards; the need for better delivery mechanisms to improve value for money and the stewardship of school premises; and how to evaluate capital spending. Specific programs to address particular needs are also addressed, including the City Learning Centres program, community use of school facilities, and the millennium school. (GR)

ED 445 492   EF 005 773

H.R. 2389, County Schools Revitalization Act of 1999 and H.R. 1185, Timber-Dependent Counties Stabilization Act. Hearing before the Subcommittee on Forests and Forest Health of the Committee on Resources, House of Representatives, One Hundredth Sixth Congress, First Session.
PUB DATE- 99
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Aid; *Federal State Relationship; *Legislation
IDENTIFIERS- Federal Lands; House of Representatives; *National Forests; Public Domain; *Testimony

This Congressional report provides testimony addressing the following two House bills: HR 2389 which restores stability and predictability to the annual payments made to States and counties containing National Forest System lands and public domain lands managed by the Bureau of Land Management for use by the counties of the benefit of public schools, roads, and other purposes; and HR 1185 which modifies the requirements for

High School Foreign Language Students' Perceptions of Language Learning Strategies Use and Self-Efficacy.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 25p.; For related document from the same preparing institution, see FL 026 392. National Capital Language Resource Center was formerly the National Foreign Language Resource Center.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Chinese; Classroom Techniques; Cognitive Development; *Cognitive Style; German; High School Students; High Schools; Japanese; *Learning Strategies; Learning Theories; Questionnaires; Russian; Second Language Instruction; *Second Language Learning; *Self Efficacy; Self Esteem; Spanish; *Student Attitudes; *Teaching Methods; Thinking Skills

This study investigated the relationship of language learning strategies use and self-efficacy of high school students learning Chinese, German, Russian, Japanese, and Spanish. Through two questionnaires, The Language Learning Strategies Questionnaire and The Self-Efficacy Questionnaire, researchers were able to collect and analyze data on students' reported use of strategies and self-confidence to address the research question: "Do students who show greater use of language learning strategies perceived themselves to be more effective language learners?" Results revealed that students who reported greater strategy use also perceive themselves as more confident learners. This information provides incentive for teachers to promote strategies use in the classroom as a way of increasing students' self-confidence. Specific conclusions and recommendations include the following: (1) learning strategies should be explicitly taught in a methodical, progressive fashion; (2) strategy use should be considered part of the assessment process; (3) teachers should consider using a framework that incorporates learning strategies into lesson design and instruction; (4) the issue of motivation should be addressed from the first day of class; (5) students themselves should be involved in the process of assessing their work. 3 tables and 5 references are included. (Author/KFT)

ED 445 518 FL 026 389

Chamot, Anna Uhl; El-Dinary, Pamela Beard
Children's Learning Strategies in Language Immersion Classrooms.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 33p.; Funded by the U.S. Department of Education, International Research and Studies Program. National Capital Language Resource Center was formerly the National Foreign Language Resource Center.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Cognitive Development; *Cognitive Style; Elementary Education; *Immersion Programs; *Learning Strategies; Learning Theories; Protocol Analysis; Second Language Instruction; *Second Language Learning; Teaching Methods; Thinking Skills
IDENTIFIERS- Two Way Bilingual Education

This paper reports on an investigation of learning strategy applications in elementary foreign language immersion classrooms. The focus of the paper is on identifying strategies data are included. Student questionnaires/worksheets are appended. (Contains 14 references.) (KFT)

ED 445 538 FL 026 412

Padilla, Amado M.; Sung, Hyekyung
The Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM): A Rating Scale for Assessing Communicative Proficiency.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Chinese; *Communicative Competence (Languages); *Evaluation Methods; High School Students; High Schools; Interviews; Japanese; Korean; *Language Proficiency; *Oral Language; Rating Scales; Second Language Instruction; Second Language Learning; Speech Skills; *Student Evaluation; Uncommonly Taught Languages

The development of the Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM), a rating scale for assessing communicative proficiency in foreign languages, is described. Information on the utility of the FLOSEM is presented based on the results of three studies. Oral proficiency measures were obtained by means of the FLOSEM from 573 high school students enrolled in beginning through advanced Japanese, Chinese, and Korean. Classroom foreign language teachers rated students' proficiency at the beginning and the end of the school year. Students also used the FLOSEM to rate their own proficiency in the target language. In addition to FLOSEM ratings, oral proficiency was also assessed for a subset of 132 students by means of the Classroom Oral Competency Interview (COCI), which is a brief 5-7 minute interview. Findings reveal that FLOSEM can be used for indexing growth in foreign language proficiency within and across instructional levels. Correlation between teachers' ratings and students' self-ratings on FLOSEM were high and statistically significant at all levels of instruction for all three languages. Correlation between proficiency ratings obtained on the FLOSEM and COCI were also high and statistically significant. These findings support the use of FLOSEM as a valid, reliable, and convenient measure of communicative proficiency available for use by foreign language teachers. Several figures and tables are used to display data. (Contains 18 references.) (Author/KFT)

ED 445 539 FL 026 413

Frohs, Catherine, Ed.; Robert, Stephane, Ed.
Language Diversity and Cognitive Representations. Human Cognitive Processing, Volume 3.
PUB DATE- 99
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Anthropological Linguistics; Applied Linguistics; Brain Hemisphere Functions; *Cognitive Processes; Cognitive Style; Diachronic Linguistics; French; Grammar; Greek; *Language Processing; Language Research; Language Universals; *Linguistic Theory; Malayo Polynesian Languages; Mayan Languages; Neurolinguistics; *Psycholinguistics; *Semantics; Sign Language; Structural Analysis (Linguistics); Syntax; Uncommonly Taught Languages

learning, and health) affecting elders in test preparation; program design; curriculum; instruction; reference and other instructional materials; Immigration and Naturalization Service (INS) advocacy; and issues beyond citizenship. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (KFT)

ED 445 558   FL 801 404

Green, Elaine
From Welfare to Work: Lessons for ESL Learners.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 99
NOTE- 50p.; Appendices are missing.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Check Lists; *English (Second Language); Immigrants; Instructional Materials; *Job Search Methods; Job Skills; *Lesson Plans; Reference Materials; Second Language Instruction; Second Language Learning; *Welfare Services; *Workplace Literacy; Worksheets
IDENTIFIERS- Welfare to Work programs

This lesson plan guide is designed to be used by English-as-a-Second-Language (ESL) teachers to help their learners deal with new welfare legislation--Temporary Assistance to Needy Families (TANF)--and to prepare them for the world of work. Learners at the high beginner to low intermediate level and above will benefit from this instruction. All learners will not be TANF recipients, but the lessons are general and can help anyone build important language skills. Each lesson is expected to take several days or weeks to complete. Lessons can be used in any order and are self-contained. Each lesson contains a vocabulary list; spelling bees, bingo, jeopardy, and role playing scenarios are encouraged as a means of helping learners acquire and use the words and build their vocabularies. Learners should also keep portfolios of work as they serve as an excellent tool for demonstrating progress and organizing learning materials. It is hoped that these interdisciplinary, multicultural, interactive lesson plans will help both new and experienced teachers guide their learners through some of the most difficult tasks that they will ever face--dealing with a welfare system and finding employment in a new country with limited English skills. Part one of the book explains the TANF system in great detail. Part two teaches job readiness strategies. Appendices are not included. (Adjunct ERIC Clearinghouse For ESL Literacy Education) (Author/KFT)

ED 445 559   FL 801 405

Silliman, Anna, Ed.
Hands-On English, Volume 9, Numbers 1-6.
PUB DATE- 99
NOTE- 96p.; Published six times a year.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Education; Class Activities; Classroom Techniques; *English (Second Language); Immigrants; Instructional Materials; Limited English Speaking; Literacy; *Professional Development; Refugees; Role Playing; Second Language Instruction; Second Language Learning; *Teacher

encourage system-based research; to promote in-depth studies to evaluation programs, their impact, and their effectiveness; to investigate specific problems related to existing concepts and practices and suggest solutions to such problems; and to encourage studies of new technologies and their application. The document classifies projects into three categories by funding level (minor, major, and mini research projects), and sets out requirements for eligibility, level of assistance, duration, financial support, and the research proposal for each level. Also provided is information on application time schedules, how projects are selected and awarded, requirements for the final report, transferring projects, and requesting extensions. A proforma of application form for the award of research projects is included. Appended is a list of 19 suggested areas for research in distance education. (SM)

ED 445 580 HE 033 174

Faculty Salaries at California's Public Universities, 2000-01. Higher Education Update.
PUB DATE- 00
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Comparative Analysis; Higher Education; Measurement Techniques; *Public Colleges; *Research Methodology; *State Universities; Tables (Data); *Teacher Salaries; Trend Analysis
IDENTIFIERS- *California State University; *University of California

This report provides preliminary estimates of faculty compensation for the current (1999-00) and budgeted (2000-01) fiscal years for California State University (CSU) and the University of California (UC), as well as trend information for the past 21 years. The methodology involved two elements: comparative peer institution salary data and a computational process that weighted data elements by various factors. The study reports that during the early-to-mid 1980s, the faculty salary gap for CSU was consistently narrower than that for UC; this situation reversed in the late 1980s. In the 1990s California's major economic recession resulted in little funding for salary increases at either institution, thus widening the gap between California and national peer institutions. With California's recovery from recession, faculty again received salary increases in varying amounts, with slightly larger increases going to UC faculty. Average salaries at CSU for the current fiscal year are projected to be 5.2 percent below comparison institutions; for UC average salaries are ahead of the comparison group by almost 1 percent. Projected parity figures for CSU for fiscal 2000-2001 are projected to be 8.9 percent below comparison institutions; for UC the parity projection is 3.0 percent below national averages. Seven data tables are included. (SM)

ED 445 581 HE 033 175

Informational Memorandum: Degrees Conferred, 1998-99 Update.
PUB DATE- 00
NOTE- 11p.; For related documents, see HE 033 175-179.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Computer Mediated Communication; Computer Oriented Programs; Computer Uses in Education; Course Objectives; Curriculum Development; *Distance Education; Electronic Mail; Faculty Development; Higher Education; *Internet; *Open Universities; Student Development; Student School Relationship; Telecommunications; *World Wide Web

This book, written by a team of professional educational technologists drawing on their own experiences at DeMontfort University (England), examines the impact of information technology and the Internet on higher education. The authors caution that the technological possibilities should not be allowed to obscure a fundamental aim of higher education; i.e., high-quality teaching and learning. Distance learning, or resource-based learning (RBL), must be supported by appropriate models of teaching and learning, and course design. The 10 chapters of the book: (1) offer an overview of current developments and the impact of the Internet on higher education, both in the U.K. and elsewhere; (2) present theories of teaching and learning relevant to doing RBL well, including a framework for course design; (3) introduce the key technologies of the Internet and the applications most relevant to education; (4) focus on course development and delivery; (5) examine the resources already available on the Web, including computer- mediated communication; (7) consider computer-aided assessment; (8) focus on virtual learning environments; (9) examine the impact of technology on teachers, students, and others in higher education institutions; and (10) speculate about new developments to come and the role of higher education institutions in a global context. (Contains about 200 references.) (RH)

ED 445 602 HE 033 238

Morrissey, Dan
Preparing Your Child for College: A Resource Book for Parents, 2000 Edition.
PUB DATE- 00
NOTE- 72p.; With assistance from Sarah Abernathy and Dan Goldenberg under the direction of Alan Ginsburg.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Planning; *College Bound Students; College Choice; *College Preparation; Education Work Relationship; Educational Opportunities; *Educational Planning; Grants; Higher Education; *Paying for College; *Student Financial Aid; Technical Education

This resource book for parents is aimed at helping families take specific actions to properly prepare their children--both academically and financially--for college. Chapter 1 addresses some general questions about college, including: the reasons for attending college; the types of colleges, including community colleges, technical and junior colleges, as well as four-year institutions; and the kinds of jobs available to college graduates. Chapter 2 explains what a child should do to prepare for college, both academically and outside the classroom. Chapter 3 discusses how to choose a college. Chapter

Diversity (Student); Educational Quality; *Excellence in Education; Foreign Countries; Higher Education; Institutional Characteristics; Institutional Environment; Institutional Evaluation; Organizational Climate; *Peer Institutions
IDENTIFIERS- *Canada; *University of Toronto (Canada)

Diversity is a policy objective pursued by most higher education systems; at the same time these systems are also concerned about equity of access and the quality of educational opportunity. For a variety of reasons, individual institutions attempt to benchmark themselves against other institutions. Both activities involve measurement, classification, and the selection of peer. Although often addressed apart from each other, diversity and peer selection can be conceptually linked within single scales of similarity and dissimilarity, although existing paradigms that explain diversity may be too simple for reliable peer selection and comparison. A case study of the University of Toronto (Canada) is used to discover the connections between diversity and peer selection, test existing paradigms, and develop a modified methodology that can be used for selecting peers and measuring diversity. Among the study's conclusions are: (1) program cost structures affect institutional cost structures to a large enough extent to be detected in rankings of similarity and dissimilarity and in the measurement of diversity; and (2) of the four principal paradigms--resource dependence, natural selection, competition, and social organization--resource dependence appears to be the most robust in measuring differences in diversity; natural selection and social organization provide better explanations of how diversity develops. (Contains 29 references.) (CH)

ED 445 622   HE 033 295

Ehrenberg, Ronald G.
Tuition Rising: Why College Costs So Much.
PUB DATE- 00
NOTE- 322p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Air Conditioning; Athletics; College Administration; College Admission; College Buildings; College Faculty; College Housing; *Costs; Dining Facilities; Distance Education; Educational Finance; Educational Research; Educational Technology; Endowment Funds; Enrollment Management; Governance; Graduate Study; Higher Education; *Inflation (Economics); Libraries; Parking Facilities; Private Colleges; Public Colleges; Retirement; Sex Fairness; Space Utilization; Student Financial Aid; Student Recruitment; Teacher Salaries; Teacher Transfer; Tenure; Transportation; *Tuition
IDENTIFIERS- Cornell University NY; Ranking

This book explores the causes of tuition inflation, using Cornell University (New York) as a prototypical institution. There are 9 sections with 20 chapters. Section 1, "Setting the Stage," includes (1) "Why Do Costs Keep Rising at Selective Private Colleges and Universities?" and (2) "Who Is In Charge of the University?" Section 2, "Wealth and the Quest for Prestige," includes (3) "Endowment Policies, Development Policies, and the Color of Money"; (4) "Undergraduate and Graduate Program Rankings"; and (5) "Admissions and Financial Aid Policies." Section 3, "The Primacy of Science Over Economics," includes (6) "Why Relative Prices Don't Matter" and (7) "Staying on the Cutting Edge in Science." Section 4, "The Faculty," includes (8) "Salaries" and (9) "Tenure and the End of Mandatory

ED 445 640 HE 033 330

Wilkerson, Joyce A.; Elkins, Susan A.
CAD/CAM at a Distance: Assessing the Effectiveness of Web-Based Instruction To Meet Workforce Development Needs. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Computer Assisted Instruction; *Computer Uses in Education; *Course Content; Course Evaluation; Course Objectives; *Curriculum Development; *Distance Education; Educational Technology; Higher Education; Instructional Innovation; Labor Force Development; Nontraditional Students; Outcomes of Education; Student Surveys; *World Wide Web
IDENTIFIERS- *AIR Forum

This qualitative case study assessed web-based instruction in a computer-aided design/computer-assisted manufacturing (CAD/CAM) course designed for workforce development. The study examined students' and instructors' experience in a CAD/CAM course delivered exclusively on the Internet, evaluating course content and delivery, clarity of presentation of complex technical concepts, and student receptivity to the Internet delivery mode. Components of student experience examined were motivation, nature of interactions, advantages and disadvantages, issues associated with Internet delivery, and student outcomes. Narrative data from telephone interviews (n=20) with students in the United States and Canada was the principal source of data. The course packet, provided electronically, included a syllabus, faculty, calendar, assignments, notes, e-mail link and index, as well as links to industrial and educational sites and the university home page. Findings indicated that the Internet delivery met the expectations of the students by offering a course not available through traditional delivery; participants were satisfied with all components of the course except for selected technical problems and they felt that this distance learning course was as effective as a traditional course. (Contains 40 references.) (CH)

ED 445 641 HE 033 331

Rosenthal, Dan
Transition to Semesters: Effects on Enrollment and FTE Students. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Attendance; College Students; *Declining

broadest sense, so that it encompasses a wide range of resources for teachers. These resources include, but are not limited to, facilities, presence of a support staff, personal help and guidance, professional development, and professional incentives. While the term "support" is generally understood in the literature, the more specific term "technology support" is much less apparent due to the fact that it has come to refer to a variety of things. The inconsistency with which the term has been used is problematic, in that it is not always clear which dimensions of technology support teachers are lacking. This report aims to rectify this problem by providing a framework for defining the various dimensions of technology support. To begin, it utilizes data from school administrators, technology coordinators, and teachers to examine the presence of each of these dimensions in American primary and secondary schools. Using the CEO Forum's (1999) professional development framework, the report then elaborates on the definition of technology support to identify high-quality technology support. Finally, the presence of high-quality technology support is correlated with teachers' uses of educational technology. Data are presented in 14 tables throughout the report. Description of indicators ordered alphabetically is appended. Contains 23 references. (Author/AEF)

ED 445 659 IR 020 254

Technology Framework. For Grades Five through Twelve.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Computer Oriented Programs; *Educational Technology; Elementary Secondary Education; Lesson Plans; Models; Technological Advancement
IDENTIFIERS- California; Technology Role

While California has frameworks defining what concepts are necessary for understanding science, math, history-social science, and other disciplines, there has been no such framework for technology. The framework presented in this paper proposes a strategy for thriving in a future that will be strongly influenced by technology. That strategy is based on a contextual approach to understanding technology. The framework presents a hierarchy of understanding from the concrete mechanics of operation up to key concepts that endure across generations of technology and to essential questions that guide the learning process. It is complemented by a lesson plans document (available online at KnowledgeContext.org) that implements the framework approach in detail. This paper puts the California Science Framework (1990) into context and discusses drivers of technological development. It presents a hierarchy of the essential questions, key concepts, and mechanics for understanding technology and outlines benefits of this conceptual and contextual approach to understanding technology. Essential questions that are at the root of the Technology Framework are identified, and are then mapped to key concepts of technology. (AEF)

ED 445 660 IR 020 255

Fink, Kenneth D.
History Sources on the Internet.

certificate form; and (6) extra copies of the recognition program forms. (MES)

ED 445 681   IR 057 891

Wheeler, William J., Ed.
Saving the Time of the Library User through Subject Access Innovation: Papers in Honor of Pauline Atherton Cochrane.
PUB DATE- 00
NOTE- 225p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Access to Information; *Indexing; *Information Retrieval; Information Science; *Information Scientists; Users (Information); World Wide Web
IDENTIFIERS- MARC

This book contains the following papers in honor of Pauline Atherton Cochrane on subject access issues in library and information science: (1) "Obstacles in Progress in Mechanized Subject Access and the Necessity of a Paradigm Change" (Robert Fugmann); (2) "On MARC and the Nature of Text Searching: A Review of Pauline Cochrane's Inspirational Thinking Grafted onto a Swedish Spy on Library Matters" (Bjorn Tell); (3) "Blazing New Trails: In Celebration of an Audacious Career" (Donald King); (4) "The User Centered Approach: How We Got Here" (Raya Fidel); (5) "Subject Access in Interdisciplinary Research" (Linda Smith); (6) "Web Search Strategies" (Karen Drabenstott); (7) "Enhancing Subject Access to Monographs in Online Public Access Catalogs: Table of Contents Added to Bibliographic Records" (Vinh-The Lam); (8) "Objects for Distributed Heterogeneous Information Retrieval" (Eric H. Johnson); and (9) "Curriculum Vitae for Pauline Atherton Cochrane" (William J. Wheeler). Includes an index. (MES)

ED 445 682   IR 057 892

Montana Certification Program Manual.
PUB DATE- 99
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Certification; *Continuing Education; Library Education; *Library Personnel; Library Schools; Library Services; State Libraries; State Programs; Trustees
IDENTIFIERS- Montana

The Montana Certification Program offers librarians, library staff members, and trustees a systematic and progressive method by which to track their continuing education (CE) efforts; the program also offers library boards and managers an opportunity to recognize staff efforts to improve their skills, ability, and knowledge. This first section of this manual provides an overview of the program, including program goals, who should become certified, and certification levels. CE credit is addressed in the second section, including CE contact hour credit, CE contact hour credit conversion, CE topics, and a menu of possible CE topics. Certification level information is contained in the third section, including enrollment level, the enrollment application form, how to apply for certification levels I-V, and application forms for certification levels I-V.

of Portugal and France to identify how changes in training systems have affected trainer profiles and how transfer of innovations can be organized to benefit the European Community. "Training of Trainers in a Changing Socioeconomic Context" (Eduardo Augusto Peres Fonesca) considers the impact of globalization on innovation and experiment in the training of trainers and training services' use of multimedia technology. "New Media and Changes in the Professional Role of the Trainer" (Pol Debaty) reports on a study that examined five hypotheses regarding the new roles of trainers faced with the advances in information technology that have affected the field of training during the past 10 years. "Criteria and Parameters for the Identification of Innovation in the Field of New Technologies Applied to Education and Learning" (Anne de Blignieres-Legeraud) discusses a study conducted to develop a working frame of analysis that can be applied to training projects that use new technologies and that appear to be "transferable innovations" at the European level. Two papers contain substantial bibliographies. (MN)

ED 445 198   CE 080 644

Agriculture and Education, Planting the Seeds of Opportunity. USDA Adopt-a-School Program Guide.
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Agricultural Education; Annotated Bibliographies; Case Studies; Cooperative Planning; Coordination; Elementary Education; Elementary Schools; Evaluation Methods; *Government School Relationship; Guidelines; Information Sources; Internet; Junior High Schools; Middle Schools; *Partnerships in Education; Program Development; Program Evaluation; Program Guides; Program Implementation; Public Agencies; Questionnaires; *Vocational Education; Volunteers; World Wide Web
IDENTIFIERS- *Adopt a School; *Department of Agriculture

This guide explains how U.S. Department of Agriculture (USDA) agencies can join the 20 other USDA agencies that have implemented 18 adopt-a-school partnerships throughout the country. The following are among the topics discussed in the guide's five parts: (1) partnership basics (how adopt-a-school programs benefit both members of the adopt-a-school partnership, who can adopt a school, why communities should start adopt-a-school programs); (2) partnership implementation (suggested partnership formats, steps in establishing a partnership, responsibilities of the agency coordinator and school contact, developing an individualized adopt-a-school program, sample surveys for organization leaders and volunteers); (3) partnership assessment (maintaining a strong partnership, the natural progression of a partnership, warning signs of a faltering partnership, strengthening a faltering partnership, teachers as program makers or breakers, assessing partnership accomplishments, and agency volunteers as the key to a dynamic partnership); (4) authorities (policy and guidance letter, USDA news article on employee participation); and (5) USDA partnerships (summary of current USDA adopted schools; materials from and information about the USDA partnerships at

Perspectives on Progress: The School-to-Work National Customer Dialogues. Final Report.
SPONS. AGENCY- National School-to-Work Opportunities Office, Washington, DC.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Articulation (Education); Change Strategies; College Programs; *Education Work Relationship; Educational Attainment; *Educational Attitudes; *Educational Benefits; Educational Change; Educational Improvement; Educational Legislation; Educational Policy; Employment Opportunities; Employment Patterns; Federal Legislation; Government School Relationship; Innovation; National Programs; *Partnerships in Education; Policy Formation; Postsecondary Education; *Public Policy; Regional Planning; *School Business Relationship; School Community Relationship; Secondary Education; Two Year Colleges
IDENTIFIERS- Impact Studies; *School to Work Opportunities Act 1994

"Perspectives on Progress: The School-to-Work (STW) National Customer Dialogues" was a series of six regional and two national discussions that were held between December 1999 and July 2000 to gather the views of more than 700 employers, educators, labor union representatives, students, parents, community-based organizations, and state and local policymakers on STW and its impacts. The following were among the key findings of the polling sessions, listening sessions, and a customer feedback Web site used to solicit stakeholder views: (1) STW works for students (the overwhelming majority of participants stated that STW's benefits to students met or exceeded their expectations); (2) STW works for businesses and communities (nearly three-fourths of participants reported that STW's benefits to their organizations met or exceeded their expectations); (3) STW initiatives have been widely embraced (a significant majority of participants planned to remain involved in STW initiatives over the next 5 years); and (4) STW is a valuable initiative worthy of expanded commitment and continued investment (a majority or participants in the regional and national sessions believed that STW initiatives have not had enough time to fulfill their potential and that communities need more time and resources to develop and sustain their STW partnerships and system infrastructure). (MN)

ED 445 215   CE 080 672

Lehner, Helmut
Erfolg und MiBerfolg von Fernunterricht im 'Wissenszeitalter' = Success and Failure of Distance Education in the 'Age of Knowledge.' Ziff Papiere 115.
PUB DATE- 00
NOTE- 60p.
LANGUAGE- German; English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Freedom; Active Learning; Adult Education; Cognitive Style; Developed Nations; *Distance Education; *Educational Environment; Foreign Countries; German; *Independent Study; *Knowledge Level; *Learning Theories; Postsecondary Education; *Program Effectiveness; Success; Teacher Student Relationship; Theory Practice Relationship

in particular regions; and presents trends in job creation and rise and fall in unemployment. Chapter 2 deals with changes in the VET field in these areas: VET's organizational structure; overall level of education; and access to learning institutions in urban and rural areas resulting from reforms at national, regional, and local levels. It defines the relationship between VET and the labor market and identifies and describes elements, the presence or absence of which are indicative of the extent to which VET is adjusted to the labor market. Chapter 3 deals with matters related to development of labor resources against the background of opportunities that continuing education provides. Chapter 4 presents Polish research on the labor market and VET. Chapters 5 and 6 provide data on the government and non-governmental bodies, institutions, and organizations responsible for VET. Chapter 7 addresses financing VET in a market economy environment. Chapter 8 examines the role and importance of foreign assistance in reforming the VET. Chapter 9 deals with the need for and obstacles to reform in the Polish VET system. Appendixes include a list of abbreviations, 80-item bibliography, and diagrams of the current and new education and training system. (YLB)

ED 445 233   CE 080 702

Gerzina, Suzana; Vranjes, Petra; Cek, Mojca
Modernisation of Vocational Education and Training in Slovenia. National Observatory Country Report, 1999.
SPONS. AGENCY- European Training Foundation, Turin (Italy).
PUB DATE- 00
NOTE- 145p.; Project supported by the European Union's Phare and Tacis Programmes. For related documents, see CE 080 695-701. "Other contributors: Jelka Arh, Alenka Flander, Vanja Hazl, Angela Ivancic, Davorin Majkus, Sabina Melavc, Miso Palandacic, Mojca Polak, Bojana Sever, Tanja Sustarsic, Alenka Zelenic."
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Developing Nations; Education Work Relationship; *Educational Change; *Educational Development; Educational Legislation; Foreign Countries; Government School Relationship; *International Educational Exchange; Job Development; *Job Training; Labor Force Development; Modernization; National Standards; National Surveys; Postsecondary Education; School Business Relationship; Secondary Education; Teacher Education; Unemployment; *Vocational Education
IDENTIFIERS- *Slovenia

Since the beginning of the 1990s, Slovenia has been catching up with other developed market economies. The economic situation has improved; the unemployment rate has declined. Slovenia's criticism of the 1980s educational reform carried out in Yugoslavia (which included Slovenia until 1991) and continued discussion have led to design of a new education system and necessary reform measures. New legislation for vocational education and training (VET) reform requires new forms of VET, review of all existing VET programs, enhanced teacher training and equipment, and more emphasis on certification as a framework for continuing education. One priority of the Government within VET reform has been to encourage social partnership and transfer part of responsibilities for the system to the partners. Special adaptations of VET to labor market and socioeconomic changes are in the areas of development of national standards and analyses of training needs, curriculum development, assessment and certification,

ED 445 251 CE 080 731

Hamilton, Mary
Sustainable Literacies and the Ecology of Lifelong Learning.
PUB DATE- 00
NOTE- 12p.; Paper presented at Supporting Lifelong Learning: A Global Colloquium (London, England, July 5-7, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Developed Nations; Educational Development; Educational Research; Foreign Countries; Learning Theories; *Lifelong Learning; *Literacy Education; *Policy Formation; *Public Policy; *Research Needs; Research Utilization; Theory Practice Relationship
IDENTIFIERS- England

The New Literacy Studies (NLS) is an approach that places literacy in its wider context of institutional purposes and power relationships. The NLS has been suggested as offering a useful theoretical basis from which to proceed in developing sustainable lifelong learning in relation to literacy. The first of three issues related to this suggestion is the need to develop a more extensive empirical research base on the detail of literacy learning and use in local communities. This research should focus not just on individual learning histories but also on literacy practices within and between groups and communities. The second issue is the need to clarify underpinning notions of learning and knowing (both at the individual and the group level) that are at work in the NLS and how these relate to forms of knowing currently privileged by educational institutions. Notions should be developed of institutional or dominant literacies associated with formal organizations and of vernacular or self-generated literacies that have their origin in the purposes of everyday life. The third issue is the need to pay much more serious attention to the institutional processes whereby "truths" about literacy become translated into policy and practice--the intersection between policy and learning theory. (Contains 23 references.) (YLB)

ED 445 252 CE 080 735

Lockitt, Bill
Practical Project Management for Education and Training.
PUB DATE- 00
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Communications; *Computer Software; Cost Estimates; Developed Nations; Educational Technology; Foreign Countries; *Information Technology; *Management Systems; *Program Administration; Program Development; Staff Development; Time Management
IDENTIFIERS- England

This booklet provides a succinct guide to effective management procedures, including whether and how to take on projects, estimation of costs prior to project bids, project management tools, case studies, and practical exercises for staff development activities. Chapter 1 investigates why institutions take on projects, issues involved, benefits projects bring, and

Creativity; Critical Thinking; *Daily Living Skills; Decision Making Skills; Developed Nations; Educational Research; Foreign Countries; Homemaking Skills; Interpersonal Competence; *Job Skills; Lifelong Learning; Physical Fitness; Postsecondary Education; Problem Solving; Secondary Education; *Skill Development; *Student Attitudes; Talent; Transfer of Training; *Work Experience; Youth
IDENTIFIERS- *England; *Scotland

A study investigated what Scottish and English young people consider important life skills, how they believe they develop them, and how necessary they see them to their future lives. More than 200 16-21-year-olds examined photographs of events related to basic life tasks, family, close relationships, work or school and leisure activities and then identified skills involved. Life skills they identified as important largely agreed with those described by education authorities. They considered the most important, essential life skills to be communication and interpersonal skills. Young people believed these skills were also those that employers consider essential; valued and saw employment experience as the major influence in developing life skills; added creative and aesthetic skills and physical and coordination skills to the traditional list of key skills; described wide applications of problem solving and critical thinking skills; and saw family, work, friends, and school as the main influences on skill development. Future considerations were identified as school curriculum; work experience; creative and aesthetic skills and motor coordination skills; interagency cooperation; information and communication technology; socially disadvantaged young people; community education services; learning support; and promotion of a culture of learning. (Appendixes include 17 references and life skills matrixes for 16- and 21-year olds.) (YLB)

ED 445 269   CE 080 783

Whiteman, Jo Ann M.
Workforce Performance: A Pragmatic View.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Active Learning; Community Colleges; Community Needs; Critical Thinking; *Employment Projections; Futures (of Society); General Education; *Labor Force Development; *Labor Needs; *Partnerships in Education; Postsecondary Education; Problem Solving; Relevance (Education); School Business Relationship; School Role; Vocational Education
IDENTIFIERS- Private Industry Councils

Employers have looked to postsecondary schools as a source of trained workers, including graduates of both vocational and general education programs. Fifty-four successful and effective community college programs focus on innovative strategies for meeting current and future work force developments and requirements. The partnership programs begin with School to College and continue to College to College and Community Colleges, Businesses, and Agencies. Private Industry Councils (PIC) are now an instrument of a marketplace that demands more efficient allocation of the labor force. PICs are generally referred to work force development boards who represent stakeholders and providers of local work force programs based on specific needs of the business community. Schools need to cultivate critical thinking and provide an environment for

Coalition for Juvenile Justice, National Collaboration for Youth, National Crime Prevention Council, National League of Cities (Institute for Youth, Education and Families), and National Urban League. AYPF policy report sponsors are Ford Foundation, Ford Motor Fund, General Electric Fund, William T. Grant Foundation, George Gund Foundation, James Irvine Foundation, W. K. Kellogg Foundation, McKnight Foundation, Charles S. Mott Foundation, NEC Foundation of America, Wallace-Reader's Digest Fund, and others.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; At Risk Persons; Children; *Delinquency; *Intervention; *Juvenile Justice; *Prevention; Violence
IDENTIFIERS- Barriers to Change

The goal of this report is to foster a national discussion about the complex and important challenges posed by youth crime in America, and to raise public awareness about promising approaches to youth crime that currently receive too little attention and too few resources. The report is divided into three sections. Part One details the wealth of new knowledge about the causes and cures for delinquency and youth violence that has been generated by researchers and practitioners over the past two decades, including new models that are dramatically reducing recidivism by youthful offenders and the on-set of delinquency by high-risk youth. Part Two examines two popular notions that have monopolized the public debate in recent years: (1) that youth crime is growing worse due to a generation of "juvenile superpredators"; and (2) that "adult time for adult crime" should be the basis for juvenile crime policy. These notions have prevented policymakers from recognizing the tremendous potential created by the advances in prevention and intervention techniques. Part Three looks at the nation's juvenile justice systems and the varied efforts to prevent delinquency and violence. Finally, this report issues a series of recommendations-strategic action to surmount the formidable obstacles to reform that now prevent state and local juvenile justice and delinquency prevention systems from doing what works. Appendix I is "Reducing Juvenile Crime: Recommendations from America's Police Chiefs" and Appendix II is " The Costs of Juvenile Crime." (Contains 218 endnotes.) (Author/MKA)

ED 445 286   CG 030 241

Kottler, Jeffrey A.
Doing Good: Passion and Commitment for Helping Others.
PUB DATE- 00
NOTE- 131p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Altruism; *Career Choice; *Counselor Training; *Helping Relationship; Interpersonal Relationship; Personal Narratives; *Prosocial Behavior; Social Exchange Theory
IDENTIFIERS- Career Commitment; Social Commitment

Through the use of stories of people who are successful at performing acts of good will as a profession, this book presents the realties of helping others. The intent is to help the beginning learner cope with and offer support to their levels: personal, peer, institutional, community, and public policy. This booklet includes examples of strategies many colleges and universities are implementing that can have a positive influence on the campus culture regarding alcohol and other drug use. Some of these strategies include: forming partnerships with local communities to ensure alcohol is not served to minors or intoxicated students; strengthening academic requirements; keeping the library and recreational facilities open longer hours; and providing a wide range of alcohol-free social and recreational activities. A description is provided of model programs from 13 colleges across the country. (ADT)

ED 445 306 CG 030 371

Conduct and Behavior Problems: Intervention and Resources for School-Aged Youth. An Introductory Packet.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- 99
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Antisocial Behavior; *Behavior Problems; *Children; Educational Environment; Elementary Education; *Mental Health; *Resources; *School Psychologists; *Student Problems

This introductory packet contains materials to help the school mental health worker deal with conduct and behavior problems among students. The range of such problems is described, using fact sheets and the classification scheme from the American Pediatric Association. Selections from a variety of sources discuss differences in the interventions needed with respect to variations in the degree of problem manifested. These differences include the exploration of environmental accommodations, behavioral strategies, and medication. The packet contains the following sections: (1) "Classifying Conduct and Behavior Problems: Keeping the Environment in Perspective as a Cause of Commonly Identified Psychological Problems"; (2) "The Broad Continuum of Conduct and Behavior Problems"; (3) "A Quick Overview of Some Basic Resources"; (4) "Interventions for Conduct and Behavior Problems"; (5) "A Few Resource Aids"; and (6) "Keeping Conduct and Behavior Problems in Broad Perspective." The list of resources contains agencies and Web sites focusing on these concerns. A list of the publications of the Center for Mental Health in Schools is attached. (SLD)

ED 445 307 CG 030 373

Bridges to Student Success. Exemplary Programs, 2000.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; College Programs; College Students; *Cultural Pluralism; *High Risk Students; Higher Education; *Student Personnel Services; *Student Personnel Workers

Rhett, Nancy
The Reading Excellence Program: Preparing an Effective Application.
PUB DATE- 99
NOTE- 45p.; Outline of a presentation presented at the U.S. Department of Education's 1999 Regional Conferences on Improving America's Schools Act (Salt Lake City, UT November 8-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Grants; Primary Education; *Program Proposals; *Proposal Writing; *Reading Improvement; *Reading Instruction; *Reading Programs
IDENTIFIERS- *Reading Excellence Act

This slide presentation first states the purposes of the Reading Excellence Act (REA): (1) teach every child to read by the end of the third grade; (2) improve reading instruction through the use of findings from scientifically-based reading research; (3) provide early intervention to children experiencing reading difficulties and prevent inappropriate referral to special education; (4) provide children in early education with the readiness skills they need to learn to read once they enter school; and (5) expand the number of high quality family literacy programs. It then lists the six dimensions of reading and research use; outlines funding for 1999 and gives the REA timeline for 2000; provides a model for a local REA program, and suggests local activities under tutorial assistance subgrants. The rest of the presentation consists of detailed information about how to prepare the grant application, including formatting and content. (NKA)

ED 445 329 CS 014 111

Thomson, Kathy
Elective Reading Course for Grades 7-9.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Elective Courses; Junior High School Students; Junior High Schools; *Reading Assignments; *Reading Instruction; Reading Material Selection; *Reading Programs; Student Needs
IDENTIFIERS- Lifelong Readers

The program of studies for a reading elective course for avid or potentially avid readers at the junior high school level contained in this guide represents an attempt to address problems experienced by young adult readers. The program would provide time for them to read, and it would allow students the opportunity to value reading whether it be periodicals, newspapers, novels. Additionally, the program would allow students to progress through the stages of reading that would enhance their chances of becoming lifelong readers, and it would allow them the opportunity to discuss what they are reading and extend themselves in the process. Most importantly, the program will also allow students to make their own reading selections, an issue that is often overlooked in language arts classes. The program guide contains the following sections: General Introduction; Course Assessment; Community Service from North Carolina public schools, including charter schools. The report is divided into Part I, North Carolina Writing Assessment, Grades 4 and 7, and Part II, North Carolina Test of English II, Grade 10. Extensive lists of tables and figures are included. Appendixes are: Student Report Form, Grade 4; Student Report Form, Grade 7; and List of Charter Schools. (NKA)

ED 445 349   CS 217 267

Kirk, Kathy
Writing to Standards: Teacher's Resource of Writing Activities for PreK-6.
PUB DATE- 00
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Education; Learning Activities; Preschool Education; *State Standards; *Writing Exercises; *Writing Improvement; *Writing Processes
IDENTIFIERS- Word Choice

Designed to meet the fundamental state standards and reform agreed upon by educators, this book, with its unique approach to writing, offers teachers an essential resource to spark creativity and skillful writing in all students. Each chapter in the book begins with a question, giving students a hands-on opportunity to explore a specific writing trait. The book's real-world activities, such as writing in a community newspaper, can be used as exercises for the entire class or as independent work for individual students. The book's activities allow students to grow through exploration of the process of writing as they experiment with: Voice--Who am I?; Ideas and Content--What do I want to say?; Word Choice--What words do I choose?; Sentence Fluency--How do I put words in order?; Organization--Where do I start and when do I end?; and Conventions--What symbols and rules do I use? Contains a resource--"Defining Values" newspaper columns--and a 24-item bibliography. (NKA)

ED 445 350   CS 217 268

Agee, Jane
Theory, Identity, and Practice: A Study of Two High School English Teachers' Literature Instruction. Report Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Research; *English Teachers; Graduate Study; High Schools; *Literature Appreciation; *Secondary School Teachers; *Teacher Behavior; *Teacher Student Relationship; *Theory Practice Relationship
IDENTIFIERS- *Teaching Perspectives; Teaching Research

This report focuses on two experienced high school English teachers and the factors that shaped their literature instruction, especially graduate work emphasizing theories and approaches described as "the new literacy" (Willinsky, 1990). Although other studies have focused on the impact of undergraduate and masters program on preservice or early career more time with media than do other children, but use computers significantly less; Black and Hispanic children have significantly less access to computers than do White children, but still spend as much time on computers as White kids; girls listen to more music and boys, who spend more time with computers than girls do, watch more TV and play more violent video games; rural and urban kids use much the same kind of media; and kids in single-parent homes watch more TV than those in two-parent homes. Contains 12 footnotes and 19 figures of data. (NKA)

ED 445 370 CS 510 404

The Use of Mainstream Media To Encourage Social Responsibility: The International Experience.
PUB DATE- 94
NOTE- 206p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Global Approach; Health Behavior; Health Education; *Health Promotion; International Organizations; *Mass Media; Media Research; Reproduction (Biology); Social Agencies; *Social Responsibility
IDENTIFIERS- Global Issues

This report details findings of a study which consisted of two main components: an analysis of the experience of international agencies in using mass media entertainment to stimulate changes in health behaviors; and an inventory of the main international projects which have utilized mass media entertainment for educational purposes. Following a preface, findings of the study's first component are found in the report's next two sections: Introduction to Entertainment Education; and Lessons Learned. These sections of the report examine some of the key issues related to using an entertainment-education approach for reproductive health promotion, both internationally and in the United States, as well as selected examples of projects with other educational purposes--such as AIDS prevention and literacy. Information in these sections of the report is based on a literature review and interviews with the most active agencies in international reproductive health promotion; a list and description of the agencies interviewed may be found in Annex 2. The next section, Inventory of Projects, presents information on 52 projects which have used an entertainment-education approach--with few exceptions, the inventory descriptions include evaluation results to document whether each project reached its goals. According to the report, the inventory is broken into six main categories: multiple media (more than one entertainment media utilized); television (soap operas, dramas, variety shows), radio (soap operas, dramas, variety shows); popular music; film/video; and comics. Contains an 86-item bibliography. Annex 1 contains an overview of selected domestic projects and Annex 2 lists relevant organizations and experts. (NKA)

ED 445 371 CS 510 405

Kunkel, Dale; Cope, Kirstie M.; Farinola, Wendy Jo Maynard; Biely, Erica; Rollin, Emma; Donnerstein, Edward
Sex on TV: A Biennial Report to the Kaiser Family Foundation. Executive Summary.
PUB DATE- 99
NOTE- 9p.; See CS 510 406 for the full report.
LANGUAGE- English

NOTE- 108p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Facilities Planning; Elementary Secondary Education; *Holidays; *Meetings; *Professional Associations; Public Schools; *Religious Holidays; *School Schedules
IDENTIFIERS- *Educational Research Service

This resource guide provides school administrators, teachers, and other educators with information they can use to schedule the school year and to enrich the curriculum. Part 1 provides information on dates of special observances and holidays that may be used to plan school activities. Part 2 contains legal and school holidays for the 50 states and the District of Columbia. Part 3 lists conferences and convention dates and locations for major national education organizations for the next 6 years. This year's edition includes a number of new observance dates that have been added in response to suggestions from readers. Many school principals and teachers report that they use it regularly in creating specific learning activities for students. This annual publication helps them to identify important anniversaries of historical events, special commemorative occasions, and ethnic celebrations, and to incorporate these dates into their instructional activities in ways that stimulate and broaden student learning.(DFR)

ED 445 392 EA 030 580

Structure of School Finance in Maryland.
PUB DATE- 99
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Equal Education; *Finance Reform; *Financial Support; Government Publications; *Public Schools; *State Aid

The first section of this report focuses on school finance in Maryland and briefly overviews the relative importance of federal, state and local funding. The next section summarizes state education aid, focusing on policy goals guiding state aid, the brief history of state education aid, and the various approaches Maryland uses to distribute education aid. The third section discusses expenditures and factors contributing to spending differences among school system. Each section examines trends over a period of years to provide a historical perspective. One appendix provides a program-by-program description of many of Maryland's education aid programs, and the second appendix summarizes enhancements made by recent legislation. (DFR)

ED 445 393 EA 030 594

Solmon, Lewis C.; Podgursky, Michael
The Pros and Cons of Performance-Based Compensation.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

declared that financial support for basic education must be provided through state, not local sources. For the 1997-98 school year, total state, local, and federal revenue for operating purposes exceeded $5.85 billion. State revenue composes 74.7 percent of operating revenue, local property taxes 14.3 percent, federal revenue 6.8 percent, and other 4.1 percent. Currently, school districts receive a state allocation for teacher salaries and benefits based on a statewide salary-allocation schedule that is set by the legislature for each biennium. Several proposals are being considered by the legislature, some of which would allow for an approximate 6-7 percent raise for teachers over the next biennium (1999-2001), with an approximate 12 percent pay hike for beginning teachers. It is likely that any substantive increases in Washington's operating budget for the next biennium will be devoted to increases in the statewide salary-allocation schedule. (Author/MLF)

ED 445 413 EA 030 636

Profiles 1999 State Report. Oklahoma Educational Indicators Program.
PUB DATE- 00
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Community Characteristics; *Educational Assessment; Educational Finance; Elementary Secondary Education; *Outcomes of Education; Public Schools; School Districts; *School Statistics; Scores; *Socioeconomic Status; State Programs; Student Characteristics; Tables (Data); Testing Programs
IDENTIFIERS- *Indicators; *Oklahoma; Reform Efforts

The Oklahoma Educational Indicators Program is a system developed under the Oklahoma Education Reform Act of 1990 to assess the performance of public schools and school systems. "Profiles 1999" consists of state, district, and school components. Each component divides the information presented into three major reporting categories: (1) community and environment information; (2) educational program and process information; and (3) student performance information. The State Report component contains tables, graphs, and maps, all with accompanying text, concerning state-level information for the major categories of measurement. The most recent data covers the 1998-99 school year. Wherever possible, tables and graphs will cover multiple years in order that trends may be observed. National comparisons have been added based on data availability and comparability. The District Report component contains a two-page spread for each school district in the state and presents a wealth of educational data in both graphic and tabular form for the 1998-99 school year. The School Report component includes a report card for each of the 1,799 individual school sites in the state with demographic information about the district and specific information about the individual school site. This information includes enrollment counts, achievement test scores, information about teachers, and other site-specific information. 35 figures present indicator information, eight appendixes add statistical and supplemental details. (Author/MLF)

ED 445 414 EA 030 637

Cobb, Casey D.; Glass, Gene V.; Crockett, Carol

NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aggression; *Attitudes toward Disabilities; Bullying; *Civil Rights Legislation; Compliance (Legal); *Disabilities; *Disability Discrimination; Educational Environment; Elementary Secondary Education; Higher Education; *Policy Formation; *School Responsibility; Social Bias; Social Discrimination
IDENTIFIERS- *Harassment

This memorandum from the U.S. Department of Education Office for Civil Rights and Office of Special Education and Rehabilitative Services addresses student harassment based on disability. It begins by discussing why disability harassment is such an important issue and identifies federal laws that address disability harassment, including Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act. To prevent and respond to disability harassment, schools are urged to: (1) create a campus environment that is aware of disability concerns and sensitive to disability harassment; (2) encourage parents, students, employees, and community members to discuss disability harassment and to report it when they become aware of it; (3) widely publicize anti-harassment statements and procedures for handling discrimination complaints; (4) provide appropriate, up-to-date, and timely training for staff and students to recognize and handle potential harassment; (5) counsel both persons who have been harassed and persons who have been responsible for the harassment of others; (6) implement monitoring programs to follow up on resolved issues of disability harassment; and (7) regularly assess and modify existing disability harassment policies and procedures to ensure effectiveness. A list civil rights enforcement offices is provided. (CR)

ED 445 432 EC 308 036

Linehan, Patrice
Cross-Cutting Teams in State Education Agencies. Quick Turn Around Project Forum. QTA--A Brief Analysis of a Critical Issue in Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administration; Change Strategies; *Disabilities; Elementary Secondary Education; *Interdisciplinary Approach; *Organizational Change; Organizational Development; *Special Education; *State Departments of Education; Strategic Planning; *Teamwork
IDENTIFIERS- Colorado; Florida; Illinois; Kentucky; Missouri; Nevada; North Dakota

This report profiles the state departments of education (SEAs) in Colorado, Florida, Illinois, Kentucky, Missouri, Nevada, and North Dakota. These SEAs reported in 1996 that they had changed from a departmental structure (e.g., separate units for special education), into cross-cutting teams in the previous five years. Findings indicate that since the 1996 study, three of the seven states have gone through another structural vision, communicating the vision to stakeholders, and identification of specific first steps toward the vision's realization. Appended are an inclusion/exclusion exercise, possible focus group questions, and an action planning worksheet. (Contains 15 references.) (DB)

ED 445 452   EC 308 058

Prouty, Robert, Ed.; Lakin, K. Charlie, Ed.
Residential Services for Persons with Developmental Disabilities: Status and Trends through 1999. Report #54.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Department of Health and Human Services, Washington, DC.
PUB DATE- 00
NOTE- 240p.; Contributions by: Lynda Anderson, Robert Bruininks, Cristin Clayton, Charlie Lakin, Sheryl Larson, Barbara Polister, Robert Prouty, and Jennifer Sandlin. For related documents see ED 417 543 and ED 411 653.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Costs; *Developmental Disabilities; *Mental Retardation; *National Surveys; *Residential Institutions; *Residential Programs; State Programs; Trend Analysis
IDENTIFIERS- *Medicaid

This report presents data and analysis from the National Residential Information Systems Project on Residential Services concerning residential services for persons with developmental disabilities (DD) including mental retardation (MR) through 1999. An executive summary identifies major findings of the study. Each of the nine chapters begins with a narrative analysis and then presents extensive data tables. Individual chapters cover the following topics: (1) state-operated residential settings, populations, and expenditures in 1999; (2) longitudinal trends in large state-operated residential facilities, 1950-1999; (3) large state MR/DD residential facility closures, 1960-2000, and individual facility populations and per diem rates in FY 1999; (4) number of residential settings and residents by type of living arrangement; (5) changing patterns in residential service systems, 1977-1999; (6) background and summary of Medicaid long-term care programs; (7) utilization of and expenditures for Medicaid institutional and home and community based services; and (8) profiles of trends in state residential services, 1977-1999. (Contains 61 references.) (DB)

ED 445 453   EC 308 059

Making Assessment Accommodations: A Toolkit For Educators.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 00
NOTE- 152p.; Accompanying videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Educational Assessment; Elementary Secondary Education; *Inclusive Schools; Inservice Teacher Education; Postsecondary Education; Program Development; *Staff Development; *Testing; Videotape Recordings

DESCRIPTORS- Adolescents; *Agency Cooperation; *At Risk Persons; Behavior Disorders; *Change Strategies; Emotional Disturbances; *Integrated Services; Interpersonal Communication; Interviews; Juvenile Gangs; Mental Health Programs; *Organizational Change; Professional Personnel; Program Effectiveness; Resistance to Change

This article describes the results of a study on interagency collaboration required to make major systemic changes in order to address the needs of emotionally and behaviorally disturbed youth. Interviews were conducted with practitioners from a cross-section of agencies that worked with high-risk gang youth. The intent was to examine both the interpersonal and structural factors that either promoted or impeded the collaborative process. Of the factors contributing to successful collaboration, communication and cooperation were frequently cited as critical elements. Five interactional patterns were cited as contributing to negative collaboration, such as diffusion of responsibility, blaming other agencies for the failures of youth, withholding information between agencies, agencies "covering up" mistakes made in assessment or treatment, and prematurely terminating collaborative arrangements. "Agency fear" was proposed as a primary construct responsible for collaborative behaviors that influence both the coordination of treatment programs and the clinical behaviors of practitioners. (LC)

ED 445 471 EC 308 078

Canino, Glorisa; Gonzalez, Gloria; Ramirez, Rafael
Somatic Symptoms in Children from Three Ethnic Groups.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 3p.; In: The Annual Research Conference Proceedings, A System of Care for Children's Mental Health: Expanding the Research Base (12th, Tampa, FL, February 21-24, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; Blacks; Children; Emotional Disturbances; *Family Influence; *Family Relationship; *Incidence; Interviews; Minority Group Children; Parents with Disabilities; Predictor Variables; *Puerto Ricans; *Racial Differences; Symptoms (Individual Disorders)

A study compared the rates of somatic symptoms associated with anxiety disorder in African Americans, Hispanics residing in Puerto Rico, and European American children. A total of 1,285 children were interviewed, along with their primary caretakers. Headaches were the most frequently endorsed somatic symptom, with half of the total sample endorsing this symptom, followed by gastrointestinal disturbances, palpitations and tachycardia, as well as pain and/or general malaise. No differences were found by ethnic group regarding the rank ordering of the symptoms. After controlling for family income, presence of anxiety disorder, age, and gender, the total amount of somatic symptoms was found to be significantly less prevalent among Hispanics as compared to the mainland comparison group. The Hispanic group also had a significantly lower prevalence of birth complications/defects, adverse life events, and parental psychopathology compared to the European American group. This difference was particularly dramatic in the case of parental paying Federal timber sale receipts. Prepared statements are provided from William H. Dennison, Supervisor, District 3, Plumas County, California; Mike Dombeck, Chief of the U.S. Forest Service; Robert E. Douglas, Tehema County Superintendent of Schools, Red Bluff, California; Bobby Green, Chairman, Lane County Board of Commissioners, Eugene, Oregon; and Glen Spain, Pacific Coast Federation of Fisherman's Associations. Complete texts of both bills are included.(GR)

ED 445 493 EF 005 774

Building America's Schools: State Efforts To Address School Facility Needs.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Improvement; Elementary Secondary Education; *Public Schools; *School Construction; *State Aid; *State School District Relationship

This document provides summaries of each state's activities to address their the shortage of school buildings by supporting school construction. It reveals that 11 state subsidize, reimburse, or match local funding for construction projects; 10 states have an established formula for determining the amount of stat funding each school district receives; 6 states have established a new agency to oversee school construction with the state; 5 states provide low-interest loans for low-income school districts to help support their school construction efforts; and 4 states require the Governor and the state legislature to approve all school construction projects prior to state funding being made available. Contact information for each state is included. (GR)

ED 445 494 EF 005 775

Bradley, William S.
Expecting the Most from School Design.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; Elementary Secondary Education; *Guidelines; Public Schools; *Student School Relationship

This document discusses five principles thought essential to breaking with the past and establishing a new standard for school facilities design. These principles demand that schools be exemplary examples to students in pursuing new frontiers; that they direct students by encouraging proper behaviors; and that they evoke a spirit of place, represent three-dimensional opportunities to support teaching, and affect positive change in education. Final comments briefly highlight why school districts often fail to design schools that fall short of these principles. (GR)

ED 445 495 EF 005 777

Energy-Efficient Design for Florida Educational Facilities.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.

more and less effective learners use for classroom reading and writing tasks in the target language. Think-aloud data from third grade and fourth grade students were quantified and compared through matched pair t-tests. Although there were no differences in total strategies used by high- and low-rated students, there were some differences in the types of strategies relied on when reading. Low students used a greater proportion of phonetic decoding than high students. High students used a higher proportion of background-knowledge strategies (including inferences, predictions, and elaborations) than did low students. Potential differences in the quality and flexibility of students' strategies use are expected. Conclusions include the following: good learners may better monitor and adapt strategies, whereas poor learners cling to ineffective strategies; effective learners recognized the need for strategic flexibility; less effective learners may get bogged down in details, whereas more effective learners focus on the task as a whole. A "Coding Reference/Index"; a "Sample Tally Sheet for Recording Strategy Codes"; "Descriptive Profile" form; and a "General Information/Global Impressions" sheet are appended. 25 references. (Author/KFT)

ED 445 519 FL 026 390

The Learning Strategies Instructional Resource. Including Workshop Handouts and Excerpts from the NCLRC Language Resource.
SPONS. AGENCY- George Washington Univ., Washington, DC.; Center for Applied Linguistics, Washington, DC.; Georgetown Univ., Washington, DC.
PUB DATE- 00
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Cognitive Development; *Cognitive Style; *English (Second Language); *Learning Strategies; Learning Theories; Questionnaires; Second Language Instruction; Second Language Learning; *Teaching Methods; Thinking Skills; Worksheets

This teacher guidebook is intended to be a comprehensive resource for second language teachers wishing to use and teach language learning strategies to their students. It is intended to be used by both English-as-a-Second-Language (ESL) teachers and teachers of such foreign languages as German, French, and Spanish to American native speakers of English. It is divided into 2 parts. Part 1 contains workshop handouts and forms covering such topics as learning strategy models, ways to integrate strategies seamlessly into classroom instruction, immersion self-efficacy questionnaires, students' and teachers' evaluations of strategies of instruction, learning strategy teaching checklists, examples of poor and good strategy use, ideas for introducing specific strategies, and a student self-evaluation of strategies use. Part 2 is comprised of excerpts from the National Capitol Language Resource Center (NCLRC) Language Resource. This part is subdivided into 3 sections: an overview of learning strategies, a look at specific strategies, and an examination of the basis of research on learning strategies. (KFT)

ED 445 520 FL 026 391

This book brings together the contributions of individual language scholars, linguists, anthropologists, psychologists, and neurophysicians. Each chapter focuses on the human cognitive processes involved in language activity and the impact of language diversity on them. The basic issue is how to correlate language diversity with the universality of the language faculty. Part 1 of the book, "Semantic Variations and Invariance: Cognitive Issues," includes a selection of papers dealing with the questions of semantic variance and invariance across languages, and the cognitive issues raised by these questions. Part 2, "Conceptualization and Representations of Space Across Languages," gathers illustrations from languages as diverse as Maya, Oceanic languages, and Ancient Greek. Part 3, "Language Activity: From Linguistics to Cognitive Processes," brings together papers that are more specifically devoted to language activity and connections between linguistic operations and cognitive processes. Notes and references are included at the end of each chapter. Subject, author, and language indexes are also included. (Author/KFT)

ED 445 540 FL 026 423

Ingram, D. E.
Measuring Outcomes and Setting Standards: A Brief Overview.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Joint National Conference of the Australian Federation of Modern Language Teachers Associations, the Australian Association for the Teaching of English, and the Australian Literacy Educators' Association (Adelaide, South Australia, July 6-9, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Applied Linguistics; Classroom Techniques; English (Second Language); Foreign Countries; Literacy; Multicultural Education; *Outcomes of Education; Second Language Instruction; Second Language Learning; *Student Evaluation

This paper presents an overview of a plenary panel entitled "Measuring Outcomes and Setting Standards in Languages Education." "Outcomes" implies what learners take away from their course, while the term "standards" seems commonly to have at least two senses: first it may imply some yardstick or framework against which learner performance, the content of tests and examinations, or the goals of the courses may be measured; second, it implies a "framework of reference." This brief introduction to the panel discussion introduces some of the broad issues touching on such topics as quality and standards in language education, setting goals and objectives, course-based versus general proficiency outcomes, assessing cultural goals and cross cultural attitudes, teacher quality and supply, relevance of vocational language competencies, and exit assessment and reporting. This paper seeks to raise some of the general issues that may be elaborated upon by other panelists and in subsequent discussion. (Contains 10 references.) (KFT)

ED 445 541 FL 026 424

Bardovi-Harlig, Kathleen
Tense and Aspect in Second Language Acquisition: Form, Meaning, and Use.
PUB DATE- 00

Education; Teaching Methods; Worksheets

This periodical is a source of practical teaching advice for adult English-as-a-Second-Language (ESL) teachers and tutors since 1991. Articles and ideas are contributed by the experienced teachers and tutors among the readership. Among the topics covered in this volume are the following: tips on teaching older students, preparing students for the workplace and real world, ideas or role-playing games, conversation activity ideas, getting to know the library, a party game "people mixer," book reviews of new ESL books, ideas for a cooking activity. (Adjunct ERIC Clearinghouse For ESL Literacy Education) (KFT)

ED 445 560 FL 801 406

Hawk, William B.
Online Professional Development for Adult ESL Educators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Computer Mediated Communication; English (Second Language); *Professional Education; Second Language Instruction; Second Language Learning; World Wide Web

Many adult English-as-a-Second-Language (ESL) teachers and tutors, paid and volunteer alike, often have great difficulty finding the time, opportunity, and resources to get training in areas vital to adult instruction, such as principles of adult education and learning, second language acquisition theory, teaching methodology, and the use of technology in instruction. These challenges have contributed to recent interest in distance learning opportunities available via the Internet. This article examines the benefits and challenges of online professional development, surveys the range of options available to adult ESL teachers and tutors, and provides guidance in exploring and evaluating these options. Several Web sites are described and discussed. The details of online professional development opportunities are also examined, including discussion lists and chat groups, online newsletters and journals, available lessons, instructional activities, and curricula, staff development materials, Web sites of ESL organizations and institutions, and Web portals. The article concludes with a discussion of what is to be expected of online professional development in the future. Nine references are provided and 5 additional resources are suggested. (Adjunct ERIC Clearinghouse For ESL Literacy Education) (KFT)

ED 445 561 FL 801 407

Spiegel, Marina; Sunderland, Helen
Writing Works! Using a Genre Approach for Teaching Writing to Adults and Young People in ESOL and Basic Education Classes.
PUB DATE- 99
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Check Lists; Class Activities; Classroom Techniques; Emergent Literacy; *English (Second

(Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *Degrees (Academic); Doctoral Degrees; Higher Education; Majors (Students); Masters Degrees; Racial Differences; Sex Differences; State Universities; Tables (Data); Trend Analysis
IDENTIFIERS- *University of Wisconsin System

This publication presents data on academic degrees conferred by the University of Wisconsin System. Tables are organized by institution and level; proportion of degrees conferred by level; degrees conferred by discipline area and level; trends in degrees conferred by discipline area; degrees conferred by gender; and degrees conferred by race/ethnicity. Highlights noted include the following: number of degrees conferred (26,782); number of associate degrees conferred (825); number of bachelors degrees conferred (19,740); number of masters degrees conferred (4,864); number of doctoral degrees conferred (798); number of professional degrees conferred (555); top discipline sub-area for bachelors degrees (business management); top discipline sub-area for masters degrees (business management); top discipline sub-area for doctoral degrees (chemistry); percentage of degrees earned by women (56.6 percent); percentage of degrees earned by multicultural students (6.5 percent); and percentage of degrees earned by international students (5.1 percent). (SM)

ED 445 582 HE 033 176

Informational Memorandum: Student Financial Aid, 1998-99 Update.
PUB DATE- 00
NOTE- 19p.; For related documents, see HE 033 175-179.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Federal Aid; Graduate Students; Grants; Higher Education; Race; Racial Differences; State Aid; State Universities; Student Characteristics; *Student Financial Aid; Student Loan Programs; Tables (Data); Trend Analysis; Work Study Programs
IDENTIFIERS- *University of Wisconsin System

This publication presents data on student financial aid trends in the University of Wisconsin (UW) System. Tables include: an overview of student financial aid trends; sources of aid for UW System students; loans; grants; the Federal Work Study Program; characteristics of financial aid recipients; and student indebtedness. Highlights noted include: total financial aid dollars provided to UW System students ($453.9 million); total loan dollars provided to UW System students ($309.9 million); total grant dollars provided to UW System students ($132.6 million); percentage of financial aid from federal, state, and institutional sources (83 percent, 8 percent, and 5 percent, respectively); total number of students receiving financial aid (81,237); and average loan debt of a Wisconsin resident receiving a bachelors degree in 1998-99 ($14,835). Appended tables include: UW System financial aid dollars by institution, 1998-99; UW System financial aid recipients by institution, level, and residency for 1998-99; UW System student financial aid dollars by institution, level, and residency for 1998-99; state grants received by UW students; financial aid grants to UW System students; and proportion of financial aid grants to total aid. Technical notes are appended. (SM)

ED 445 583 HE 033 177

4 addresses financial issues: what the costs are, what the sources of financial aid are, and other ways of keeping the cost of college down. Chapter 5 advises on setting up a long-range plan. Chapter 6 is a glossary of important terms. Chapter 7 points to other sources of information, including information on occupations and careers, standardized tests, financial aid, opportunities in the AmeriCorps and the Armed Forces, information available through the Internet, and state information. Ten charts highlight various topics throughout the text. Also included is a series of exercises and checklists. (RH)

ED 445 603 HE 033 239

Directory of Higher Education, 2000.
PUB DATE- 00
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Governance; Higher Education; *State Agencies; *State Boards of Education; *State Colleges; *State Departments of Education; State Government; *State Licensing Boards; State Officials; *State Universities
IDENTIFIERS- *Illinois

This directory lists the names, addresses, and telephone numbers of members of higher education organizations in the state of Illinois. Included for the Illinois Board of Higher Education is an organization chart, list of board and staff members, and a list of members of the Illinois Century Network. Board members and administrative officers are listed for the nine public colleges and universities in the state, as well as for the Illinois Community College Board and community colleges. Names, addresses, and presidents are listed for independent, not-for-profit colleges and universities and for-profit institutions. The directory also includes names and contact information for other state agencies and educational organizations, including the State Board of Education, the Educational Facilities Authority, the Educational Labor Relations Board, the Mathematics and Science Academy, the Student Assistance Commission, the Department of Professional Regulation, the State Universities Civil Service System, and the State Universities Retirement System. Appended is a map and list geographic locations of the institutions. (CH)

ED 445 604 HE 033 240

Brown, David W., Ed.; Witte, Deborah, Ed.
Higher Education Exchange.
PUB DATE- 00
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Citizenship Education; *Educational Assessment; Educational Innovation; Experimental Programs; Higher Education; *Institutional Role; Partnerships in Education; Politics of Education; Public Affairs Education; *Public Policy; *School Community Relationship; School Role; Social Sciences

This collection of 10 articles and stories highlights ongoing experiments in colleges and universities which address the relationship of higher education institutions and citizenship responsibility. Following a foreword by Deborah White, articles

Retirement." Section 5, "Space," discusses (10) "Deferred Maintenance, Space Planning, and Imperfect Information" and (11) "The Costs of Space." Section 6, "Academic and Administrative Issues," includes (12) "Internal Transfer Prices," (13) "Enrollment Management," and (14) "Information Technology, Libraries, and Distance Learning." Section 7, "The Nonacademic Infrastructure," includes (15) "Parking and Transportation" and (16) "Cooling Systems." Section 8, "Student Life," discusses (17) "Intercollegiate Athletics and Gender Equity" and (18) "Dining and Housing." Section 9, "Conclusion," focuses on (19) "Looking to the Future" and (20) "A Final Thought." The appendix describes defined benefit and defined contribution retirement plans. (SM)

ED 445 623 HE 033 296

Ralph, Edwin G.
Motivating Teaching in Higher Education: A Manual for Faculty Development.
PUB DATE- 98
NOTE- 246p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *College Faculty; Educational Environment; Evaluation Methods; *Faculty Development; Higher Education; *Inservice Teacher Education; Lesson Plans; *Planning; Student Centered Curriculum; Student Evaluation; *Student Motivation; Teacher Competencies; Teacher Effectiveness; Teacher Motivation; Teacher Student Relationship; *Teaching Methods; Teaching Skills

This manual is designed for beginning postsecondary instructors with no previous teacher training. It presents the essentials of the instructional planning and implementation process and explains key principles and practices that have been shown to enhance students' motivation to learn. An introduction describes the purpose, rationale, readers, and format of the manual. Chapter 1, "Key Principles of Motivating Teaching and Learning," discusses motivating learning; the teaching/learning process; learning styles; motivating teaching; and offers a conceptual framework. Chapter 2, "Conditions Conducive to Learning: Climate and Management," highlights creation of a positive teaching/learning climate and the managerial process (organizational routines and strategies). Chapter 3, "Motivating Instructional Processes," discusses planning for instruction and implementing generic instructional skills. Chapter 4, "Motivating Methods of Teaching/Learning," focuses on teacher-centered and student-centered approaches. Chapter 5, "Assessing Learners' Progress," presents basic guidelines of assessment and assessment strategies and practices. Appended are a sample course plan, a sample lesson plan, and a final exam. A bibliography with approximately 200 entries is appended. (Individual chapters contain references.) (SM)

ED 445 624 HE 033 297

Craig, Judy A., Ed.
Advances in Education Research, Fall 1998.
PUB DATE- 98
NOTE- 142p.; For volume 2, see ED 410 308. For volume 4, see ED 439 660.

Enrollment; *Enrollment; *Enrollment Influences; Enrollment Management; Enrollment Trends; *Full Time Equivalency; *Full Time Students; Higher Education; Part Time Students; Quarter System; School Holding Power; *School Schedules; Semester System; State Colleges; Student Recruitment
IDENTIFIERS- *AIR Forum

This paper compares student headcount enrollment and full-time enrollment prior to and following transition to a semester calendar at 75 public colleges in three state systems: Alabama, Georgia, and Utah. Before and after effects on enrollment in the transition colleges are examined and compared with colleges that did not make the transition. In Alabama, transition colleges experienced net enrollment declines of 5.7 percent and 18.7 percent declines in full-time equivalent (FTE) enrollments over two years; during the same period nontransition colleges experienced increases of 2.7 percent and 1.9 percent, respectively. In Georgia, transition colleges experienced enrollment declines of 1.3 percent and FTE declines of 11.8 percent. Utah experienced enrollment declines of 2.6 percent and 5.8 percent FTE declines; the one nontransition college experienced increases of 13.6 percent and 11.3 percent, respectively. Several reasons are hypothesized for the declines. One is the need to cover the added up-front cost of a longer semester. Another factor is that under the quarter system students were accustomed to taking three five-credit courses and were reluctant to change to five three-hour courses under the semester plan. (Contains 30 references.) (CH)

ED 445 642 HE 033 332

Zheng, Henry Y.; Stewart, Alice A.
Assessing the Effectiveness of Public Research Universities: Using NSF/NCES Data and Data Envelopment Analysis Technique. AIR 2000 Annual Forum Paper.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Forum of the Association for Institutional Research (40th, Cincinnati, OH, May 21-23, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Benchmarking; College Outcomes Assessment; Comparative Analysis; Educational Quality; Faculty Publishing; Faculty Workload; Full Time Faculty; Graduation; Higher Education; *Institutional Evaluation; *Institutional Research; *Outcomes of Education; Peer Institutions; *Research Universities; Self Evaluation (Groups); *State Universities; Statistical Analysis; Tables (Data)
IDENTIFIERS- *AIR Forum; Carnegie Classification; *Data Envelopment Analysis; National Center for Education Statistics; National Science Foundation; Ohio State University

This study explores data envelopment analysis (DEA) as a tool for assessing and benchmarking the performance of public research universities. Using of national databases such as those conducted by the National Science Foundation and the National Center for Education Statistics, DEA analysis was conducted of the research and instructional outcomes of public research I universities. The study also presents an in-depth analysis of Ohio State University. Instructional variables considered included: instructional faculty full-time equivalency (FTE), expenditures/FTE student, faculty/student ratio, graduation efficiency, six-year graduation rate, degree completions, and

PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; *History; Information Retrieval; Information Seeking; *Information Sources; Online Searching; Reference Materials; *World Wide Web
IDENTIFIERS- Web Sites

This paper provides descriptions of key online history resources useful to teachers, librarians, and other education professionals. Highlights include: primary sources on the Internet; archives; Online Public Access Catalogs (OPACs); the American Historical Association (AHA) Web site; state and federal government resources; business history resources; genealogy; "armchair travel" for Internet historians; Project Gutenberg online titles; oral history Web sites; history metasites. (AEF)

ED 445 661 IR 020 256

LaMagdeleine, D. R.; Kramer, B. H.
It's Not about Technology: What Two Cases Reveal about Information Technology Dilemmas.
PUB DATE- 00
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Computer Oriented Programs; Decision Making; Higher Education; *Information Technology; *Leadership; Learning Theories; Problem Solving
IDENTIFIERS- Leadership Effectiveness; Technology Implementation; Technology Integration

This paper presents an analysis of two cases developed by students in a course co-taught at the University of St. Thomas (Minneapolis, Minnesota) concerning how technology decisions get made and implemented. The aim is to demonstrate how leadership students can become adept at ferreting out and diminishing the biggest problems encountered in technology dilemmas. The paper begins by describing the course, "Leadership and Technology," and theoretical premises upon which it relies. It then outlines the details of the two cases which are presented in much the same way that they were constructed. First, a logical, modernist account is constructed; analysis of this account is based on Cartesian standards. Then the case is reconstructed to account for many of the postmodern individual contexts that affect the outcome of the case. Finally, the case is analyzed in a way that puts together some nonmodern measures that a leader might take to alleviate the situation. Implications for leadership theory are then discussed. (Contains 16 references.) (AEF)

ED 445 662 IR 020 257

Gorelik, Kimberley
"But What Do You Want Us To Do?": The Internet as Scaffolding.
PUB DATE- 00
NOTE- 9p.

The fourth section covers certification renewal, including guidelines for certification renewal, certification renewal requirements, how to apply for certification renewal, and the certification renewal application form. The next section describes criteria for approval of CE programs, including CE providers and CE program approval forms. Potential CE opportunities are noted in the sixth section, and the seventh section lists library degree schools. Extra copies of the forms are appended. (MES)

ED 445 683   IR 057 893

Montana Library Laws, Rules, and Public Library Standards.
PUB DATE- 00
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Library Administration; *Library Standards; *Public Libraries; *State Legislation; *State Regulation; *State Standards
IDENTIFIERS- Montana

Chapter 1 of this handbook of Montana library laws, rules, and public library standards contains excerpts from the Constitution of Montana, including articles on property tax exemptions, educational goals and duties, and code of ethics. Montana library laws covering the following areas are presented in Chapter 2: publication and updating of the code; code of ethics; open meetings; adoption and publication of rules; public records; government structure and administration; education; communication systems; form and reporting of Supreme Court decisions; dissemination of laws and proceedings; legislative council and publication of laws; local government; municipal commission government; municipal commission-manager government; county budget law; municipal budget law; municipal taxation; interlocal agreements; consolidation and transfer of services; multijurisdictional service districts; tax-exempt property; coal severance taxes; board of public education; superintendent of public instruction; district superintendent and principal; accreditation and curriculum; school instruction and special programs libraries; university units; Montana educational telecommunications network; State Library Commission; State Library; free public libraries; library systems; law library; Interstate Library Compact; Library Records Confidentiality Act; cultural and aesthetic projects; historical society; price discrimination; offensive, indecent, and inhumane conduct; Montana Clean Indoor Air Act; smoking in public places, government offices, and work areas; fire safety in public buildings; universal access and service; natural resource information systems; advisory committee; and information system. Chapter 3 provides organizational, procedural, and substantive administrative rules of Montana. Chapter 4 contains the Montana Public Library Standards, including sections on governance and finance, human resources, access, materials and collection, and facilities and public relations. Includes an index of Montana library laws. (MES)

ED 445 684   IR 057 894

Montana State Library Long Range Plan.
PUB DATE- 98

NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Information Systems; *Library Development; *Library Planning; *Library Services; Long Range Planning; *State Libraries; Talking Books
IDENTIFIERS- *Montana

This long range plan for the Montana State Library begins with an introduction that covers history, past planning activities, the planning process, ongoing planning, evaluation, demographic characteristics that influence the library services population, employment and education, income, taxes, needs of Montana libraries, needs of all libraries, public library needs, school library needs, special/institutional/college/academic library needs, LSCA (Library Service and Construction Act) transition to LSTA (Library Services and Technology Act), state advisory council, grants, the 1998 LSTA program, future years, expenditure of funds for administration, procedures for LSTA, and the vision of libraries in Montana. The second section covers the Montana State Library's approach to library development, including principles of library development and relationships with library and other organizations. Statewide library resources are addressed in the third section, including goals, objective, and activities related to developing and sharing resources, continuing education, public awareness and support, leadership for library development, and information services. Goals, objectives, and activities of the Montana Talking Book Library are presented in the fourth section. The fifth section summarizes goals, objectives, and activities for the Natural Resource Information System. (MES)

ED 445 685 IR 057 897

Webb, Janice A.
Using the Internet To Promote the School Library Media Center.
PUB DATE- 00
NOTE- 77p.; Master of Science Paper, University of North Carolina at Chapel Hill.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Design Preferences; Elementary Secondary Education; Evaluation Criteria; Learning Resources Centers; Library Surveys; Questionnaires; *School Libraries; Tables (Data); *World Wide Web
IDENTIFIERS- *Web Site Design; *Web Sites

This paper analyzes content and design of 120 school media center World Wide Web sites. The study's purposes were to develop a list of criteria for use in developing media center Web sites and to compare Web sites by author type to determine if differences exist in incorporation of criteria. The sites were analyzed on June 17 and 18, 2000 using criteria from information and library science, media center promotion, and Web page design literature. The findings show that: Web sites meet most design criteria, but not many other criteria; and media specialists' Web sites do a better job of promotion than those authored by others. In general, media center Web sites do not promote the media center or specialist. Contains 27 references. (Author/MES)

PUB DATE- 98
NOTE- 24p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audits (Verification); Compliance (Legal); *Educational Finance; Educational Legislation; *Legislation; Postsecondary Education; *Student Costs; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Alaska

The Alaska Commission on Postsecondary Education's (ACPE) Institutional Relations Review seeks to provide the postsecondary schools in Alaska with information that pertains to the daily involvement with the Alaska Student Loan Programs (ASLP), Institutional Authorization, Compliance Audit functions and other related subjects. Four issues were produced in 1998. Among the topics addressed in the March issue are over rewarding students, the meaning of "aggregate error" in the preliminary audit report, and institutional authorization fees. The June issue features articles on where refunds should be sent when students withdraw, increase in the GI bill, and the VA certifying officials workshop. The September issue features a number of non-audit questions that arose during the July 1998 collegiate compliance workshops and the answers to these questions. For example, can institutions indicate what term a check is for on the Check Disbursal Register or Record of Disbursement and Receipt? Unfortunately, that information is not available from the database in a format that can be added to the CDR. The December issue addresses leave of absence policies, half-time loans at collegiate institutions, and denial of loan application based on credit assessment. For ASLP students, good standing status requires that absences, either excused or unexcused, may not exceed 15% of the total contracted enrollment period. (JA)

ED 445 707 JC 000 575

The Institutional Relations Review, 1999.
PUB DATE- 99
NOTE- 20p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audits (Verification); Compliance (Legal); *Educational Finance; Educational Legislation; *Legislation; Postsecondary Education; *Student Costs; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Alaska

The Alaska Commission on Postsecondary Education's (ACPE) Institutional Relations Review seeks to provide the postsecondary schools in Alaska with information that pertains to the daily involvement with the Alaska Student Loan (ASL) Programs, Institutional Authorization, Compliance Audit functions and other related subjects. Four issues were produced in 1999. The March issue provides information on default management techniques for larger institutions, recommendations institutions can follow to help their ASL students avoid default, FAQs about student room and board funding eligibility, and ACPE updates. The June issue includes announcements of upcoming meetings and workshops, articles on how to deal with repeat courses and tips for faster processing of VACERT submissions. The September issue provides information on the

NOTE- 46p.; Produced by the Paradise Valley Community College, Office of Institutional Planning, Research, and Assessment.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College Transfer Students; Community Colleges; *Institutional Characteristics; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *Paradise Valley Community College AZ

This report presents Arizona's Paradise Valley Community College's (PVCC's) 1998-1999 fact book. This report begins with a college profile and describes student characteristics by age, gender, ethnicity, financial aid, special needs, and continuing education. This report also looks at student enrollment according to headcount/full-time student equivalent (FTSE), full-time/part-time, enrollment status, and average credit hours taken. It measures student success by comparison of distribution and percentages of grades completion/passing rates. Transfer data are examined as another measure of student success. This report looks at three categories of students who transferred: new transfers, current students, and graduates of the Arizona State University (ASU). It makes a comparison of new transfer, current, and graduate students, and concludes with a look at PVCC personnel. Included in the appendices are charts and graphs of age distribution of PVCC students by percent (1991-1999), gender (1995-1999), ethnicity (1991-1999), number of students receiving financial assistance (1994-1999), students with special needs (1992-1999), continuing education students (1994-1999), headcount and FTSE enrollment fall semesters (1991-1999), full-time/part-time enrollment (1991-1999), enrollment status fall semesters (1991-1999), average credit hours fall semesters (1991-1999), comparison of distribution and percentages of grades (1994-1999), completion rates fall semesters (1991-1998), transfer data from PVCC to ASU, and human resources for fall 1999. (VWC)

ED 445 728   JC 000 664

Crowe, Richard
Know Your Student's Learning Style: The Missing Link in the Lecture V. Active Learning Issue.
PUB DATE- 00
NOTE- 26p.; Presented at NISOD Conference, Austin, TX, May 28-31, 2000. Some pages may not reproduce well. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Community Colleges; Economics Education; *Learning Strategies; Teaching Methods; Two Year Colleges
IDENTIFIERS- *Hazard Community College KY

Discusses how David R. Kolb's methodology of identifying four types of student learning styles can be helpful in teaching introductory economics and gives two examples of how this is being done at Hazard Community College (Kentucky). Includes an appendix designed to present a step-by-step process for teachers using the Kolb method for the first time. Step one determines each student's preferred learning style. This step of the process includes having students complete the 12-item learning-style inventory. Step two looks at learning styles and college majors. Step three identifies the types of learning body profiles, student attrition, and accomplished objectives and importance of community colleges at the Community College of Philadelphia with statewide data. Finds several factors that may explain, in part, the decline in graduation rates at the college. The strong regional economy may be providing students with good employment opportunities that do not require the completion of a degree program. The decline in graduation rates may also be reflective of early transfer decisions by students. If so, future graduation rates can be expected to increase with the inception of new core-to-core and dual admission agreements. The decrease in the rate at which part-time students leave the college shortly after initial enrollment is encouraging. While the attrition rate for recent part-time students decreased slightly from previous years, the rates of attrition for full-time students have increased slightly. The transfer rates for recent graduates of the college slightly exceeded those of graduates from other Pennsylvania community colleges while the employment outcomes for Philadelphia graduates are comparable to other community college graduates in the Philadelphia region. (VWC)

ED 445 748   JC 000 685

Graduate Assessment Survey Report.
PUB DATE- 99
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Educational Assessment; *Educational Quality; *Graduate Surveys; Student Reaction; Two Year Colleges
IDENTIFIERS- *Santa Fe Community College FL

Determines the degree to which Santa Fe Community College (Florida) is providing quality educational programs and services to its students. Surveys outgoing students to gather their opinions and perceptions of the educational experiences and services they received while attending the college. The survey instrument is divided into three sections: (1) determining students' satisfaction with the educational experiences they encountered while attending the college; (2) offering students the opportunity to rate the various services offered to support those academic functions; and (3) requesting feedback concerning students' satisfaction with the preparation they received at Santa Fe. The targeted population of the study consists of all graduate candidates for either an Associate of Arts or Associate of Science degree, or students completing a Technical Certificate or a Certificate of Training program during the 1998-99 reporting year (summer/fall 1998 and spring 1999). Provides a synopsis of the major highlights of this year's study, which included 2,197 participants. The conclusions are grouped and presented by students' evaluation of their educational experiences, the quality of the services they received at the college, and their overall opinions of their preparation and satisfaction with the college in general. The summary is followed by a four-year graphical trend analysis of the survey results. (VWC)

ED 445 749   JC 000 686

Positioning the College for the 21st Century, 1999-2004.
PUB DATE- 99

overlapping measures of stress, social support, and school liking of sixth graders who entered middle schools in either urban, urban fringe, or suburban public schools in the northeast. Data were collected at the beginning and at the end of the school year. Analyses of variance showed significant differences in stress and social support, with urban students experiencing significantly higher school stress and significantly lower social support from family, friends, and school personnel than urban fringe or suburban students. Urban students also experienced qualitatively different stressors, which suggests that problems with peers are of much more concern for them than for students entering middle schools in urban fringe or suburban communities. Multiple regression analysis showed that liking school at the end of the year was related to having less school stress and more social support from school personnel at the beginning of the school year, being female, and moving into a middle school in an urban fringe or suburban, rather than an urban community. (Author/KB)

ED 445 769 PS 027 708

Chen, Shing-Jen, Ed.; Furutsuka, Takashi, Ed.; Shirotani, Yukari, Ed.
Research and Clinical Center for Child Development Annual Report, 1997-1998, No. 21.
PUB DATE- 99
NOTE- 59p.; For 1996-1997 Annual Report, see ED 429 658. Produced with editorial assistance of Yumiko Sekino.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; Annual Reports; *Child Development; Children; Cross Cultural Studies; *Emotional Development; Emotional Experience; Facial Expressions; Factor Analysis; Foreign Countries; Infants; *Learning Disabilities; Mothers; Multidimensional Scaling; *Parent Child Relationship; *Personality; Sex Differences; Teacher Education Programs; Withdrawal (Psychology)
IDENTIFIERS- Emotional Expression; Japan

This annual report discusses several topics related to the work of the Clinical Center for Child Development at Hokkaido University in Sapporo, Japan. The articles are: (1) "The Study of Mothers' Parenting Practices with Child's Withdrawn Behaviors and Temperament" (Sueko Toda); (2) "Structure, Developmental Change, and Sex Differences in Temperament of Japanese Children" (Emiko Kusanagi, Nobuko Hoshi, Shing-Jen Chen); (3) "Emotion Communication of Japanese Mothers and Their Infants" (Nobuko Hoshi, Shing-Jen Chen); (4) "A Cross-Cultural Study of Facial Expressions of Emotion Using Multidimensional Scaling" (David Bimler, John Kirkland, Shing-Jen Chen); and (5) "Current Status of Learning Disabilities and Teacher Training Problems in Japan" (Satoshi Takizawa). Each article contains references. (KB)

ED 445 770 PS 028 349

Developing the Young Bilingual Learner. Videotape .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Bilingual Education; *Day Care; Early Childhood

community-based services, residential care); (6) juvenile justice (juvenile arrests, victims of rape, probation, detention after arrest, Youth Rehabilitation and Treatment Centers, adult jail and parole for juveniles); (7) nutrition (food stamps, USDA nutrition programs); and (8) out-of-home care and adoption (out-of-home care, State Foster Care Review Board, licensed and approved foster homes, lack of foster care homes, multiple placements, race and ethnicity, adoption services). The report also includes an introductory commentary on Nebraska's abused and neglected children. (EV)

ED 445 788 PS 028 858

Early Childhood Education and Care Policy in Portugal = A Educacao Pre-Escolar e os Cuidados para a Infancia em Portugal.
PUB DATE- 00
NOTE- 455p.
LANGUAGE- English; Portuguese
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Caregivers; *Day Care; *Early Childhood Education; Educational History; *Educational Policy; Family School Relationship; Federal Regulation; Financial Support; Foreign Countries; Multilingual Materials; Parent Participation; Preschool Curriculum; Preschool Teachers; Program Descriptions; Program Evaluation; Program Implementation; *Public Policy; Social Indicators; *Young Children
IDENTIFIERS- Indicators; *Portugal

Based on the view that the rapid expansion and development of preschool education requires careful scrutiny of both educational policy and practices, this book presents information on current early childhood education and care policy in Portugal. Section 1 of the book provides a historical framework for the development of early childhood education and care (ECEC) in Portugal, definitions of relevant terms, the types of current ECEC provisions, and the context influencing ECEC policies and practices. Section 2 defines policies related to educational quality and program accessibility. Section 3 presents policy approaches with regard to regulations, staff, program content and implementation, participation and support to families, and funding. Included in this section are descriptions of programs in the Autonomous Regions of Madeira and Acores. Section 4 presents information on program evaluation and research in Portugal. Section 5 asserts that the government of Portugal has made a clear investment policy in education as a whole, with particular emphasis in preschool education. The section presents objectives related to preschool attendance and program quality, and identifies challenges for program development. The book concludes with a glossary and a list of abbreviations. Appendices include graphic displays of statistical indicators for Portugal and European Union countries, and the paper "Early Childhood Education and Care Policy In Portugal: OECD Country Note," which identifies the progress made in Portugal and the difficulties still hindering achievement of objectives regarding care and education of children from birth to compulsory school age. (Contains 30 references.) (KB)

ED 445 789 PS 028 860

ABC's of Supervision and Safe Playgrounds and The Nuts and Bolts of Playground Maintenance. Videotapes .

ED 445 806 PS 028 898

Get into Action! Afterschool Action Kit.
SPONS. AGENCY- J.C. Penney Co., Inc., New York, NY.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *After School Education; *After School Programs; Check Lists; Children; *Elementary School Students; Elementary Secondary Education; Evaluation Criteria; Program Development; Program Effectiveness; *Secondary School Students
IDENTIFIERS- Program Characteristics

Noting that after-school programs are a critical link to helping children become successful adults, this kit explains what after-school programs can and should do for young people and how to locate or start an after-school program. The kit provides a rationale for developing after-school programs, noting the number of children with parents working outside the home and the number of children left to care for themselves while parents are working. The kit summarizes benefits of after-school programs related to school attendance, drug use, teen pregnancy, and conflict resolution and social skills. Characteristics of quality after-school programs are delineated. Characteristics of 5- to 10-year-olds, 10- to 14-year-olds, and 14- to 18-year-olds are also delineated, as are recommended after-school offerings. The kit provides suggestions for finding an after-school program in the community and includes a checklist of characteristics to look for in an after-school program. Organizational and Web site resources for developing and funding an after-school program are listed. The kit concludes with findings from a national poll indicating that over 90 percent of Americans--parents and nonparents--believe that after-school programs should be available to all youth. (KB)

ED 445 807 PS 028 900

Acredolo, Linda; Goodwyn, Susan
Baby Minds: Brain-Building Games Your Baby Will Love. Birth to Age Three.
PUB DATE- 00
NOTE- 214p.; For related document, see ED 402 011.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Brain; Cognitive Development; Creativity; Early Experience; *Games; *Infant Behavior; *Infants; Language Acquisition; *Learning Activities; Mathematical Concepts; Memory; Parent Child Relationship; Parents as Teachers; Preschool Education; Problem Solving; Reading
IDENTIFIERS- *Brain Development; Critical Period (Psychology)

Recent research points to the inborn abilities of infants and shows how early experiences influence cognitive skills. This book presents activities for parents and their infants--building on activities babies instinctively love--to develop

The following furnishings and equipment are discussed: (1) cribs and crib toys; (2) bathing aids, buckets, and pails; (3) gates and enclosures; (4) high chairs; (5) play pens; (6) rattles, squeeze toys, and teethers; (7) toy chests; (8) walkers; (9) back carriers; (10) bassinets and cradles; (11) carrier seats; (12) hook-on chairs; (13) changing tables; (14) pacifiers; and (15) strollers and carriages. The booklet concludes with a list of general household tips and a safe nursery checklist to use as a guide when buying new or second-hand nursery products. (KB)

ED 445 825 PS 028 929

Ashton, Jean; Sproats, Eira
Reconceptualising Literacy Understanding and Practices in Early Childhood Settings.
PUB DATE- 00
NOTE- 14p.; Paper presented at the European Early Childhood Education Research Association (EECERA) Conference (10th, London, England, August 29-September 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Constructivism (Learning); *Early Childhood Education; *Educational Practices; *Emergent Literacy; Foreign Countries; Parent Role; *Parent School Relationship; Pilot Projects; *Preschool Teachers; *Reflective Teaching; Self Evaluation (Individuals); Teacher Attitudes; Young Children
IDENTIFIERS- Australia (Sydney); Social Constructivism; Teacher Journals

Reflecting upon and learning from one's working experiences in order to inform future practice is a mark of any professional. The dynamic structure of the early childhood classroom with its focus on the child within the broader context of the family and community makes the reflective process essential for all staff. This paper reports the outcomes of a pilot program in Australia designed to support early childhood staff as they focus on early literacy. In a case study of one service, the reflections of an early childhood teacher in Sydney are analyzed and discussed. The case study describes the shifts in the teacher's practices and understandings about the nature of early literacy as social practice, how it is encouraged, the role of parents, and the need to incorporate home understandings about literacy into all aspects of daily programming. Contains 28 references. (Author/KB)

ED 445 826 PS 028 930

Wigfall, Valerie G.; Moss, Peter
"One-Stop Shopping": Meeting Diverse Family Needs in the Inner City?
PUB DATE- 00
NOTE- 21p.; Paper presented at the European Early Childhood Education Research Association (EECERA) Conference (10th, London, England, August 29-September 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Programs; *Day Care; *Delivery Systems; Early Childhood Education; *Family Needs; *Family Programs;

DESCRIPTORS- Community Development; *Community Schools; Consolidated Schools; *Educational Change; Elementary Secondary Education; Foreign Countries; Lifelong Learning; *Nontraditional Education; Resource Materials; *Rural Schools; *School Community Relationship
IDENTIFIERS- *Canada (Maritime Provinces); *Reform Strategies

The Margaree Education Coalition and the New Learning Project were formed as a result of a Nova Scotia (Canada) community's fight to keep its local school open in the face of government plans to consolidate schools. It is their belief that stability in public education is accomplished through the accommodation of diverse, community-specific solutions, and that individual communities are best equipped to determine the most relevant educational opportunities for their students. This guide is a catalog of basic information useful to individuals, communities, and governments wishing to improve education. The first chapter defines "new learning" and discusses community and education, the origins of the New Learning Project, and its objectives and format. Chapter 2 outlines the opportunities for enhancement to education that are currently available within the public school systems of the Maritime Provinces of Canada. The third chapter describes alternatives to public schools, including private schools, charter schools, and home schooling. The fourth chapter discusses ways to build communities and strategies for effective action for change. Chapter 5 presents a proposal for a community operated public school. Three appendices present a comprehensive resource list concerning education enhancement groups, public education, literacy support, charter schools, private schools, and home schooling; public education structures in the Maritime Provinces; and an annotated bibliography with 39 references. (TD)

ED 445 844   RC 022 565

McBride, June
Path to Scholarships: "Making Dreams Come True."
PUB DATE- 99
NOTE- 43p.; Spanish version available.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *College Bound Students; Essays; High Schools; Long Range Planning; Migrant Education; *Organization; Paying for College; *Portfolios (Background Materials); *Resource Materials; *Scholarships
IDENTIFIERS- *Letters of Recommendation

This easy-to-read book with worksheets and instructional guides details a simple organizational portfolio method that has been used for over 6 years to obtain over one-half million dollars in scholarships for migrant students. Following an introduction, chapter 2, "Path of Hard Work," discusses scholarship qualifications such as a 3.0 grade point average, SAT scores, community service, extracurricular activities, work experience, and awards. Chapter 3 describes how to organize a scholarship application portfolio. The first step is a worksheet with short- and long-range goals and action steps to accomplish them. A scholarship checklist is presented that helps the student visualize what needs to be completed and added to the portfolio. Sources of information for obtaining scholarships are listed, and 21 Web sites of scholarship resources are given. A brief section warns about scholarship

640.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; Administrators; *Construction Management; Construction Programs; *Educational Facilities Planning; Elementary Secondary Education; *Rural Schools; *School Buildings; School Community Relationship; School Construction

The decision to renovate or replace a school building is the starting point for a long and challenging journey with many phases: planning, development, and project delivery and construction. Each phase requires different levels of expertise, skills, and activities. The challenge of a rural facility project is to find leadership to provide guidance through all phases of the project. This chapter describes an approach to project management that can help the school district leadership to successfully interact with the construction management team while facilitating open, respectful, and effective communication with local stakeholders. This approach--the project cost management system (PCMS)--has proved successful in rural school construction projects in Nebraska, Iowa, and South Dakota. Key to the success of this approach is a project manager with a good understanding of community needs and a good grasp of the technical aspects of school facility construction. This individual has responsibility for both developing community consensus and managing the technical details of the construction process. The various phases of PCMS are described, along with the role of the project manager in each: (1) the planning process (forming a facilities study committee, identifying needs related to building code violations and to new educational models and technologies, and seeking broad-based input from staff and community); (2) design workshops to develop the plan; (3) developing community consensus; (4) bond referendum campaign; and (5) project delivery and construction. (SV)

ED 445 863 RC 022 648

Reyhner, Jon, Ed.; Martin, Joseph, Ed.; Lockard, Louise, Ed.; Gilbert, W. Sakiestewa, Ed.
Learn in Beauty: Indigenous Education for a New Century.
PUB DATE- 00
NOTE- 162p.; For individual chapters, see RC 022 649-659. Compilation of papers submitted for the Annual Learn in Beauty Conference (2nd, Flagstaff, AZ, June 23-24, 2000) plus additional papers submitted in honor of Dr. Gina Cantoni's retirement from Northern Arizona University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- American Indian Culture; *American Indian Education; American Indian Languages; *Culturally Relevant Education; Educational Practices; *Educational Strategies; Elementary Secondary Education; Higher Education; *Native Language Instruction; Teacher Education

This volume compiles 11 papers indicative of the new directions that indigenous education is taking in North America. Three sections focus on language, culture, and teaching; indigenous perspectives on indigenous education; and issues surrounding teaching methods. The papers are: (1) "Teaching Dine Language and Culture in Navajo Schools: Voices from the Community" (Ann

Rebelsky, Samuel A.
A Web of Resources for Introductory Computer Science.
PUB DATE- 00
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Science Education; *Course Content; Curriculum Development; Educational Technology; Higher Education; *Internet; *Resource Materials; Science Education; *World Wide Web

As the field of Computer Science has grown, the syllabus of the introductory Computer Science course has changed significantly. No longer is it a simple introduction to programming or a tutorial on computer concepts and applications. Rather, it has become a survey of the field of Computer Science, touching on a wide variety of topics from digital circuits to human- computer interaction. Without sufficient resources, students can be overwhelmed by this broad range of topics. With sufficient resources and an interface to tame the potential flood of resources, they can better comprehend the class topics. Resources that benefit students include: the course guide; an extensive, well-linked, syllabus; blackboards, transcriptions, and instructor's notes from each class; more in-depth notes on topics prepared by students; and questions and tips from other students (with answers and further comments from the instructor). This paper describes the design and creation of such a web of resources "on the fly," while the course is being taught. The design and creation of this web touches on many issues, including mechanisms for convincing students to use the web; the balance between online hypertext and printed documents; problems and benefits of live update (the collection of resources changes frequently, as each class period generates new resources); the roles of audio and video; and, most importantly, student reactions. (Author)

ED 445 882 SE 063 411

Encouraging Mathematical Thinking: Discourse around a Rich Problem. CD-ROM .
PUB DATE- 00
NOTE- 0p.; See Web site for accompanying videopaper.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Discourse Modes; Elementary Secondary Education; *Inquiry; Lesson Plans; Mathematics Activities; Mathematics Instruction; Teaching Methods; *Thinking Skills

This project opens a conversation about the use of discourse as the basis for encouraging students' mathematical thinking in classrooms and supporting professional growth. A collaboration of teacher practitioners and Math Forum staff, it reflects an attempt to integrate practice and research, reporting on findings culled from discussions of research articles and chapters, classroom practice, and videotapes of classroom teaching. Each of the teacher participants worked with his or her students on the cylinder problem, a non-routine challenge problem providing the opportunity for rich discourse and reflection upon its use. Links between these findings and the research on student learning and instruction are noted. Discussion focuses on the specific strategies that are used to efficacy than the novice teachers as measured by a formal psychological scale. The experts and beginners also related more teaching efficacy-related statements than novices. (Contains 33 references.) (ASK)

ED 445 906 SE 063 951

McLoughlin, Andrea Sabatini
Reform and the Prospective Science Teacher: Lessons Learned from Field Experiences.
PUB DATE- 98
NOTE- 32p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Diego, CA, April 19-22, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Educational Change; Higher Education; Junior High Schools; Science Instruction; *Student Teachers; Student Teaching; *Teacher Attitudes

This study was undertaken to consider answers for the following questions: (1) What meanings do reform-oriented prospective science teachers attach to their beliefs, intentions, and actions as they begin to interact in schools? (2) How do those meanings reflexively re-inform the prospective teachers' beliefs, intentions, and actions in science teaching? and (3) What are the implications for teacher education and science education reform? This study focuses on two preservice teachers as they engaged in two middle-level field experiences and student teaching. It is suggested that science teacher educators should more fully explore prospective teachers' beliefs about teaching and learning, challenge the thinking and events that tend to reproduce the status quo, and look for the common points of departure to help prospective teachers construct an empowered and implementable new vision of themselves and their classrooms. (Contains 66 references.) (ASK)

ED 445 907 SE 063 964

Wagner, Sigrid; Lee, Hea-Jin; Ozgun-Koca, S. Asli
A Comparative Study of the United States, Turkey, and Korea: Attitudes and Beliefs of Preservice Mathematics Teachers toward Mathematics, Teaching Mathematics, and Their Teacher Preparation Programs.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators (Chicago, IL, January, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cross Cultural Studies; Foreign Countries; Higher Education; Mathematics Teachers; Preservice Teacher Education; *Preservice Teachers; Secondary Education; *Teacher Attitudes
IDENTIFIERS- South Korea; Turkey; United States

Personal factors such as knowledge, beliefs, and attitudes are considered significant in determining not only how teachers teach, but also how their students learn. Preservice teachers' beliefs and attitudes also play an important role in their learning to teach. With the consideration of the crucial role of personal beliefs and attitudes in learning and teaching, this research examined the implications for teacher educators of prospective teachers' beliefs and attitudes toward mathematics, teaching mathematics, and their teacher

PUB DATE- 98
NOTE- 6p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Engineering Education; Foreign Countries; Higher Education; *History; Motion; *Physics; Sciences; *Scientific Concepts; Technology; Undergraduate Study
IDENTIFIERS- Brazil; Globalization; Newton (Isaac)

This paper intends to bring out the experience of introducing a discipline of History of Science and Technology in an Undergraduate Course of Engineering and a proposal of transforming it so as to help future engineers deal with the challenges posed by the present moment of capitalism, usually called globalization. The discipline was lectured at the Department of Nautical Engineering in the Federal University of Rio de Janeiro between 1996 and 1997. The proposal is a product of some reflections that rose out from this experience. (Author)

ED 445 932 SE 064 165

Mason, Rich
Schoolyard Habitat Project Guide.
PUB DATE- 00
NOTE- 137p.; Edited and written by Kathy Reshetiloff.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation Education; Critical Thinking; Decision Making; Elementary Secondary Education; Environmental Education; *Habitats; *Integrated Curriculum; Language Arts; Mathematics; *Science Projects; Wetlands; *Wildlife; Writing (Composition)
IDENTIFIERS- Forests

This project aims to provide basic steps for students to restore and create wildlife habitats on school grounds. Four chapters are included in this guide, and each chapter is divided into teacher and student sections. Chapter 1 provides necessary information for starting a habitat project. Chapters 2, 3, and 4 discuss the details for the Forest Habitat Project, the Wetland Habitat Project, and the Meadow Habitat Project. (YDS)

ED 445 933 SE 064 182

Souza da Costa, Therezinha; Alberto dos Reis Parise, Jose; Azevedo da Silveira, Marcos; Scavarda do Carmo, Luiz Carlos
A Hands-On Course for Five Hundred Students: Introduction to Engineering I at PUC-Rio.
PUB DATE- 98
NOTE- 7p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chemical Engineering; Civil Engineering; College Freshmen; Dropout Rate; *Engineering Education; Foreign Countries; *Hands on Science; Higher Education; Mathematics;

*Pollution; *Population Growth; Thinking Skills; Undergraduate Students; Undergraduate Study

Since the beginning of the scientific revolution in the 1700s, the absolute scale of the human economy has increased many times over, and, with it, the impact on the natural environment. This learning module's activities introduce the student to linkages among population growth, energy use, level of economic and technological development and their combined impacts on the environment. The module aims to actively engage students in problem solving, critical thinking, scientific inquiry, and cooperative learning. It is appropriate for use in any introductory or intermediate undergraduate course that focuses on human-environment relationships. Following a guide and a summary, the module is divided into the thematically coherent units: (1) "Human Driving Forces of Global Change Background Information"; (2) "Population Growth Background Information"; (3) "Energy Use Background Information"; and (4) "Total Pollution Output from the Human Economy into the Environment Background Information." Appendixes list teaching aids, textbooks, data sources, videos and computer support, selected Internet sites, references on related subject matter, and suggested readings. Contains 8 tables, 24 figures, a list of acronyms, a glossary, supporting materials, and 66 references. (BT)

ED 445 954 SO 031 092

Mitchell, Jerry T.; Cutter, Susan L.
Global Change and Environmental Hazards: Is the World Becoming More Disastrous? Hands-On! Developing Active Learning Modules on the Human Dimensions of Global Change.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 216p.; For related items, see SO 031 087, SO 031 089-094, and SO 031 096.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; *Geography; Global Approach; Higher Education; Learning Modules; Student Educational Objectives; Thematic Approach; Thinking Skills; *World Problems
IDENTIFIERS- *Environmental Problems; *Global Change

This learning module aims to engage students in problem solving, critical thinking, scientific inquiry, and cooperative learning. The module is appropriate for use in any introductory or intermediate undergraduate course that focuses on human-environment relationships. The module introduces the complexities in the relationships among environmental hazards and global changes. It presents five key concerns for geographers: (1) are societies becoming more vulnerable to environmental hazards and disasters?; (2) what social and physical factors influence changes in human occupance of hazard zones?; (3) how do people respond to environmental hazards and what accounts for differential adjustments and adaptation?; (4) how do societies mitigate the risk of environmental hazards and prepare for future disasters?; and (5) how do local risks and hazards become the driving forces behind global environmental changes? The module contains 11 tables, 2 figures, a guide, a summary, an overview, a glossary, references for all units, extensive supporting materials, and appendixes (selected Internet/WWW Hazards sites, selected readings on disasters and mitigation, and suggested readings). It is divided into thematically coherent units, each of which consists of

ED 445 977 SO 031 783

Degelman, Charles, Ed.
Seeking and Finding Funding.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 99
NOTE- 17p.; For related item, see SO 031 456.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Financial Support; *Fund Raising; Interviews; *School Community Relationship; *Service Learning; Student Projects
IDENTIFIERS- California; Mississippi

This theme issue of "Service-Learning Network" explores the fundraising process as it applies to students and educators who want to secure financial aid for a school or community program. The article, "Seeking Funding for School and Community Programs" (Charles Degelman; Debra Ballinger; Vickie J. Burt), surveys the search for funders and the grant application process. "Program Profiles" from schools in California and Mississippi demonstrate how good design can build strong curricular links to service projects. The issue contains an interview with a successful fundraiser, a technology section which reviews several useful fundraising web sites, and a review corner which investigates a comprehensive fundraising guide for educators, a book of project descriptions from Service-Learning 2000, and a new video on service-learning assessment. Concludes with a list of service-learning conferences and resources of interest to educators and others working with youth. (BT)

ED 445 978 SO 031 842

Croxford, Linda
Inequality in Attainment at Age 16: A "Home International" Comparison. CES Briefing No. 19.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Disadvantaged; *Educational Practices; Educational Research; Foreign Countries; *Public Schools; *Secondary Education
IDENTIFIERS- England; Northern Ireland; Scotland; Wales

The United Kingdom (UK) has four separate education systems, each with different traditions. In Scotland and Wales all state-funded secondary schooling is comprehensive, whereas in Northern Ireland it is selective, and in England there are regional differences in the extent of selection. This briefing considers whether differences among the four education systems are associated with different levels of social inequality in attainment. The briefing focuses on students aged 16 in 1990. It finds that evidence from this research provides support for the comprehensive system. Cites 4 related publications. (Author/BT)

ED 445 979 SO 031 913

PUB DATE- 93
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- *Art Education; *Art Expression; Discipline Based Art Education; Elementary Secondary Education; *Gender Issues; Public Schools; *Student Evaluation; *Visual Arts
IDENTIFIERS- *Navajo Reservation

The research papers gathered in this volume were presented at the 1992 and 1993 meetings of the American Educational Research Association most were part of the Arts and Learning Special Interest Group programs. Papers focus on the following themes: assessing student learning; women's movement in art education; and art education in various contexts. Following an editorial, papers are: "Assessing Student Learning in the Visual Arts: Application of a Theoretical Model" (J. S. Koroscik); "Alternative Methodology for Assessing Student Learning in Visual Arts: The Diagnostic Profile of Art Understandings" (C. S. Stavropoulos); "Women's Clubs, Art, and Society" (M. A. Stankiewicz); "Art Education and Suffrage: Campaigns of Similar Priority for Nova Scotia's Clubwomen" (D. Soucy); "Art Work and Social Work: Transition in the Teens" (K. Finley-Stansbury); "The Women's Movement in Art Education, 1880-1930: Response to Symposium Papers" (E. Garber); "Implications of Gendered Technology for Art Education: The Case Study of a Male Drawing Machine" (M. L. Morbey); "The Efficacy of Using the Visual Arts to Teach Math and Reading Concepts to Fifth Graders" (L. V. Willett); "The Transmission and Reproduction of Art in a Navajo Public School System" (M. Stokrocki); "Neo-DBAE in the 1990s" (K. A. Hamblen); "Artifacts, Spaces, and History: Art Education and Material Culture Studies" (P. E. Bolin); "Doing Local Art History: Avenues of Acquaintance" (A. E. Calvert); "Video, Visual Narrative and Child Culture" (J. Maitland-Gholson); and "Deconstructing Developmental Models of Artistic Expression and Aesthetic Response" (K. A. Hamblen). (BT)

ED 446 001 SO 032 149

Blair, Lorrie, Ed.; Morbey, Mary Leigh, Ed.
Arts and Learning Research, 1994. The Journal of the Arts and Learning Special Interest Group of the American Educational Research Association (New Orleans, Louisiana, April 1994).
PUB DATE- 94
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- *Art Education; Elementary Secondary Education; Higher Education; *Music Education; Preservice Teacher Education; Preservice Teachers; *Visual Arts

The research papers gathered in this volume were presented at the 1994 meeting of the American Educational Research Association as part of the Arts and Learning Special Interest Group program. Papers collected in the volume represent an eclectic view of arts education and include music education. Following an editorial, papers are: "Arts and Knowledge: Context and Comments on Area Symposium" (L. Bresler); "Identifying a Research Art Style in Art Education" (K. Hamblen); S. Smith); "Distinguishing the Effectiveness of a Writing-Intensive DBAE Curriculum: A Quasi-Experimental Study Comparing Three Elementary Classrooms' Written Responses to a Work of Art" (C.

This article addresses the multicultural aspect of Central Asia in response to the discussion on diversity in U.S. classrooms. Many areas of the world are more diverse than the U.S., and these areas experience successes and failures with many of the same issues the U.S. is currently struggling with. Comparing the U.S. diversity debate with similar discussions in other areas of the world may provide an additional perspective on the issues of cultural identity, the search for common causes, and inter-ethnic cooperation. The article gives an overview of Central Asia's multiculturalism and discusses the following issues: "The Soviet Influence on Culture"; "Historical Claims and Present Predicaments"; "Language Rights"; "Affirmative Action"; and "Women and 'Family Values.'" (Contains numerous references.) (BB)

ED 446 022 SO 032 216

Hardy, Beatriz, Comp.
Frontiers in History: People, Places, Ideas. National History Day Curriculum Book 2001.
PUB DATE- 00
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Change; Critical Thinking; Elementary Secondary Education; Historic Sites; History Instruction; Internet; Local History; Primary Sources; Social Studies; Student Research; Thematic Approach; *United States History; *World History
IDENTIFIERS- *National History Day

The materials in this curriculum book provide examples of strategies and resources that can be used to initiate or enhance existing lessons and units in history and social studies. The material can be adapted or modified. The lessons are designed to encourage students to think critically about frontiers in history, conduct research, interpret primary sources, and explore the larger historical significance of topics that interest them. The lessons in the unit are based on primary sources, taken from documents, artifacts, journals, diaries, newspapers, and literature of the period under study. Unit titles include: (1) "People"; (2) "Places"; and (3) "Ideas." Throughout the book lessons and articles promote local and family history. (BB)

ED 446 023 SO 032 217

Aviles, Christopher B.
Teaching and Testing for Critical Thinking with Bloom's Taxonomy of Educational Objectives.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; Comprehension; Critical Thinking; Educational Objectives; Evaluation; *Evaluation Methods; Higher Education; Measurement Objectives; *Social Work; *Teaching Methods; Undergraduate Study
IDENTIFIERS- Bloom (Benjamin S); *Blooms Taxonomy

Teaching and testing for critical thinking can be a challenge for new and experienced social work educators because critical thinking has no operational definition. Bloom's Taxonomy of

Teaching; Teacher Attitudes
IDENTIFIERS- Brazil

This study analyzed aspects of a knowledge base for teaching and ways that teachers understood and described the required student knowledge base, highlighting the construction of a knowledge base for elementary teaching. Participants were elementary teachers and staff from one Brazilian elementary school. Teachers wrote reports on what they believed was the knowledge base that students must possess at the end of the school year in order to perform efficiently in the next grade. Teachers also collaborated to prepare written reports about a shared knowledge base for each grade. Using data from interviews, observations, individual reports, group reports, official documents, and teachers' reflective diaries, researchers examined: knowledge and interpretation of national curriculum guidelines; construction of the school knowledge base; personal and professional stories; and shared professional lives. Teachers' responses were very diverse. The most frequently mentioned knowledge generally did not discriminate between the grades. Teachers attributed the most importance to content and ability related to mathematics and Portuguese. The specific content knowledge of different subjects appeared to be the nucleus of the specification of the knowledge base. Teachers considered the construction of pedagogical content knowledge the most important element necessary for learning to teach. (Contains 40 references.) (SM)

ED 446 044 SP 039 475

Carpenter, Amber
An Ethnographic Study of Preservice Teacher Resistance to Multiculturalism: Implications for Teaching.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Consciousness Raising; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; Higher Education; *Multicultural Education; Preservice Teacher Education; *Resistance (Psychology); *Student Teacher Attitudes; Student Teachers; Teacher Educators

This paper examines student teachers' resistance to multicultural education, contrasting the expectations of teacher educators, as expressed in the literature, with the perspectives of preservice teachers from a required multiculturalism course. The study involved participant observation, with the researcher participating in the course as a student, completing all assignments and readings, and participating in class discussions and group projects. Students' written cultural autobiographies were collected, and stimulated recall interviews were conducted with students. One class meeting was videotaped to examine students' interactions that displayed acceptance to resistance. Small focus group interviews examined the level of agreement among students. Student essays were analyzed regarding cultural diversity. Students varied in why they believed they were required to take the course. Teacher educators and student teachers were at cross-purposes regarding the goals and anticipated outcomes of multicultural courses. Topics that met the most student resistance were those that challenged their unexamined beliefs in individualism over group participating teachers, impact on principals, impact on teachers, impact on students, and barriers and concerns. Four appendixes include: the J.H. Rose High School professional development plan; the Guilford County schools plan; Isaac Dickson Elementary School Alternative Teacher Evaluation Plan; and Edenton-Chowan Schools Alternative Teacher Evaluation Plan. (Contains 9 references.) (SM)

ED 446 064   SP 039 496

Irby, Beverly J.; Brown, Genevieve
The Career Advancement Portfolio.
PUB DATE- 00
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Development; Elementary Secondary Education; Job Applicants; Job Application; *Portfolios (Background Materials); Teachers; World Wide Web
IDENTIFIERS- *Electronic Portfolios

This publication presents a step-by-step process for developing a career advancement portfolio. Chapter 1, "The Career Advancement Portfolio," describes the portfolio and explains why job applicants have found it so helpful in marketing themselves. Chapter 2, "Initiating Your Career Advancement Portfolio," provides step-by-step directions for beginning the portfolio development process. Chapter 3, "Completing Your Career Advancement Portfolio," explains how to articulate one's beliefs and career goals and how to graphically demonstrate one's unique experiences and skills. Chapter 4, "The Electronic Career Advancement Portfolio," offers specific suggestions for creating electronic career advancement portfolios. Chapter 5, "The Application Process," explains how to create an attention-getting application portfolio. Chapter 6, "Maximizing the Interview Through the Career Advancement Portfolio," shares tips on using the portfolio to enhance the interview. Chapter 7, "The Career Advancement Portfolio: Questions and Answers," provides answers to five questions frequently asked about career advancement portfolios. A sample career advancement portfolio is appended. (SM)

ED 446 065   SP 039 497

Nolan, James, Jr.; Meister, Denise G.
Teachers and Educational Change: The Lived Experience of Secondary School Restructuring. SUNY Series, Restructuring and School Change.
PUB DATE- 00
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *School Restructuring; *Secondary Education; Secondary School Teachers

This book presents the story of school change from the perspective of teachers who were simultaneously the subjects and objects of change. The story focuses on the lived experiences of five secondary school teachers who were engaged in a school restructuring effort intended to reform secondary selecting a name; drafting a mission statement; writing goals; selecting programs; establishing a timeline; implementation; and evaluation. (Contains 20 references.) (SM)

ED 446 084 SP 039 524

Bain, Alan
Meaningful Evaluation of Teachers and Teacher Education Programs. Position Paper.
PUB DATE- 95
NOTE- 23p.; Some figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; *Educational Technology; Elementary Secondary Education; Higher Education; *Minimum Competencies; Preservice Teacher Education; *Program Evaluation; Teacher Competencies; *Teacher Evaluation; Teachers

This paper discusses a design methodology that would allow schools and colleges to identify the salient and tangible practices and processes that they will use to define their programs, explaining how to make a powerful technology of evaluation part of the design. The paper emphasizes the need to bring greater clarity to the core competencies and expected outcomes of programs in order to make evaluation purposeful. Five key steps are presented, using examples derived from a longitudinal school reform project: (1) establish the pedagogical and curricular core competency of the school or teacher education program; (2) build a curriculum model around the core competencies; (3) support the model with organizational design, building those structures that support the growth of faculty with the core competency; (4) use technology to enable reform by translating the essential elements of the reforms into practical tools that teachers, students, and parents can use; and (5) employ principles of effective practice to connect the teaching and learning processes. (Contains 5 figures and 18 references.) (SM)

ED 446 085 SP 039 525

Burgess, Ron
Laughing Lessons: 149 2/3 Ways To Make Teaching and Learning Fun.
PUB DATE- 00
NOTE- 205p.; Edited by Cynthia Nelson and Darsi Dreyer.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; Elementary Secondary Education; *Humor; Teacher Student Relationship; Teachers; Teaching Methods
IDENTIFIERS- *Laughter

This book presents classroom-tested ideas to help teachers make teaching and learning more enjoyable, noting that humor can be a positive force in teaching, learning, and health. The book is designed to: help teachers see the importance of a pleasant, good-humored environment; convince teachers that laughter can be an essential element in learning; help teachers use the fun that already exists in the classroom; bring more joy into teaching; and show teachers ways to combine laughter with learning. There are 11 chapters in 3 parts. Part 1, "Creating a

NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Educational Research; Elementary Secondary Education; *Evaluation Methods; *Research Utilization; Scores; Test Results

This guide contains suggestions for interpreting educational research results and, indirectly, makes suggestions for research report writers. The purpose of the study and hypotheses should be stated clearly. Several approaches to reporting statistical results are outlined, and some suggestions are made for evaluating the results of cause-and-effect studies, correlational studies, and the results of questionnaire studies. It is important that those who use educational research be able to recognize potential weaknesses, and this is particularly important for research studies related to student learning in schools. Also discussed is the current trend toward considering context in the assessment of student achievement. (SLD)

ED 446 106 TM 031 849

Including At-Risk Students in Standards-Based Reform: A Report on McREL's Diversity Roundtable II (Aurora, CO, November 11-12, 1999).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Diversity (Student); *Educational Change; Elementary Secondary Education; *High Risk Students; *Immigrants; Workshops

Mid-Continent Research for Education and Learning held the second of a proposed series of three roundtables on student diversity in November 1999. Three commissioned papers prepared by national experts were the basis for activities at the roundtable. Focusing on the unique needs of at-risk students, the papers detail current research and effective practices. They also challenge the reader to reflect on current policies and practices relative to the inclusion of at-risk students in the standards reform movement. This publication includes the commissioned papers and a summary of the roundtable proceedings. The papers are: (1) "Improving the Achievement of Marginalized Students of Color" (Geneva Gay); (2) "Immigrant Students and Standards-Based Reform: Examining Opportunities To Learn" (Pam McCollum); and (3) "The School District's Role in Helping High-Poverty Schools Become High Performing" (Douglas Mac Iver and Robert Balfanz). Each paper contains references. (SLD)

ED 446 107 TM 031 850

Character Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00

(6) identification of resources needed to implement the planning, instructional, and assessment strategies; (7) professional development; (8) linking all components of planning to the teacher's appraisal; and (9) summative assessment of student performance. A chart lists these steps, and a glossary for the planning process is included. Eight handouts summarizing these steps are attached. (SLD)

ED 446 128 TM 031 890

What Your 9th, 10th, and 11th Grader Should Know about Reading, Writing, and Math and Science.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; Grade 10; Grade 11; Grade 9; *High School Students; High Schools; Mathematics; Reading; Sciences; Standardized Tests; *Standards; State Programs; *Test Items; Testing Programs; Writing (Composition)
IDENTIFIERS- Colorado; *Colorado Student Assessment Program

Three guides provide sample problems like the ones students would solve on the Colorado Student Assessment Program tests. For each question, the pertinent Colorado state standard is identified. The ninth grade guide contains questions in reading, writing and mathematics; the guide to the 10th grade examination also contains questions related to reading, writing, and mathematics. The guide for 11th grade contains sample problems like the ones a student would solve in the ACT Assessment in the areas of English, mathematics, reading, and science. (SLD)

ED 446 129 TM 031 891

Gomez, Emily L.
Creating Large-Scale Assessment Portfolios That Include English Language Learners. Perspectives on Policy and Practice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Limited English Speaking; *Portfolio Assessment; Second Language Learning; State Programs; Testing Problems; Testing Programs
IDENTIFIERS- *Large Scale Assessment; Large Scale Programs

This document focuses on assessment portfolios and examines the advantages and challenges of using an assessment portfolio system inclusive of English language learners as a district-wide assessment tool. Advantages of including English language learners in the assessment program include increased school accountability for all students, a shared vision of student goals and standards, and an authentic picture of student learning. Assessment portfolios that include English language

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Content Analysis; *Grade 8; Junior High Schools; *Mathematics Tests; National Competency Tests; Test Construction; Test Content; Test Items; *Test Results
IDENTIFIERS- Experts; *Maryland School Performance Assessment Program; *National Assessment of Educational Progress

As part of the Content Analysis Project, a panel of six experts in mathematics education examined the congruence between the Maryland grade-8 test and the National Assessment of Educational Progress (NAEP) test. Two panelists were very familiar with the Maryland School Performance Assessment Program (MSPAP), two with the NAEP, and the other two were familiar with neither test. Maryland was one of two states chosen for a similar analysis; the other, North Carolina uses an assessment composed entirely of multiple-choice questions, while the MSPAP is entirely constructed-response questions. The panel concluded that the differences found between the MSPAP and the NAEP at grade 8 along the content dimension are not sufficient to account for the magnitude of difference between proficient performance on the Maryland test and proficient performance on the NAEP. Neither are the slight differences between the Maryland test and the NAEP test at grade 8 along the cognitive dimension sufficient to account for the magnitude of differences between proficient performance on the Maryland test and proficient performance on the NAEP. The panelists offered three possible reasons for the discrepancy: (1) differences in stakes or consequences between the two tests; (2) the connections between the test and instruction; and (3) the standards-setting processes used. (Contains 12 references.) (SLD)

ED 446 150   TM 031 916

Kenney, Patricia Ann; Silver, Edward A.
Design Features for the Content Analysis of a State Assessment and NAEP.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). For a related paper about the content analysis study, see TM 031 915.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Content Analysis; *Grade 8; Junior High Schools; *Mathematics Tests; National Competency Tests; *Research Design; Test Construction; Test Content; Test Items; *Test Results
IDENTIFIERS- Experts; *Maryland School Performance Assessment Program; *National Assessment of Educational Progress

This paper presents an overview of the design features that were developed for the Content Analysis Project. The purpose of the project was to examine the congruence between a state's test in eighth-grade mathematics and that used by the National Assessment of Educational Progress. The results of this analysis were then to be used to determine whether the identified differences between the state assessment and the NAEP were sufficient to account for the magnitude of the differences between proficient performance on the two tests. A offenders and the relationship between incarceration for drug use and rates of drug use. Overall, the increase in drug admissions to prison from 1986 to 1996 is astonishing. In 1996 there were nearly four times as many admissions as only 10 years before. Increases in incarceration for drug use far surpassed increases in commitments for other nonviolent and violent offenses. The growth in drug commitments has been disproportionately borne by blacks. Even in the states with a decrease in commitments for drug use, Hawaii and West Virginia, the decrease has been entirely attributable to a decrease in white incarceration. From 1986 to 1996, there has been a 291 percent increase in the rates at which young people were incarcerated because of drug involvement. Little connection has been found between drug incarceration rates and drug use. In spite of the massive increase in drug admissions to prison for young people, a recent study found that drug use among high school students increased in the 1990s, with twice as many high school students reporting the use of cocaine. Faced with the increasing numbers of people incarcerated for drug use and the human and economic costs they reflect, states are beginning to experiment with ways to address substance abuse without unnecessary imprisonment. Among these propositions are reform initiatives in Arizona and New York that provide substance abuse treatment to nonviolent offenders in place of incarceration. (Contains 11 graphs, 10 tables, and 39 endnotes.) (SLD)

ED 446 171 UD 033 799

Allensworth, Elaine M.; Rosenkranz, Todd
Access to Magnet Schools in Chicago.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Elementary Secondary Education; *Ethnicity; *Magnet Schools; Residential Programs; School District Wealth; *Urban Schools; Voluntary Desegregation
IDENTIFIERS- *Chicago Public Schools IL

This report describes the magnet schools in the Chicago Public Schools (CPS) and analyzes students' access to magnet schools based on their ethnicity and residential location within the city. It also examines change in CPS enrollment patterns that may be related to the development of new magnet schools and magnet school policies. The report begins with a brief history of magnet school policies and a description of Chicago's magnet schools and programs. Data from 32 of the 47 elementary schools that the CPS calls magnet schools are used in this report. The next section describes the location of magnet elementary schools, enrollment patterns at these schools, and changes that have occurred since the implementation of the comprehensive magnet school policy. High schools are examined in the third section. The report concludes with implications for access to magnet schools suggested by population growth patterns over the last several years. Findings show that students in the wealthiest sections of the city have access to many more magnet schools than other families in Chicago, with the least access available to Latino neighborhoods and very low-income African American areas on the South Side of Chicago. African American students must travel farther, on average, than other students to attend the highest achieving schools in the city. Findings

(055)
DESCRIPTORS- *After School Programs; Child Health; Child Safety; Community Involvement; *Delinquency Prevention; Elementary Secondary Education; *Enrichment Activities; Family Programs; *Latchkey Children; Learning; Program Effectiveness; Spanish Speaking; Urban Schools; Urban Youth

This document explains the advantages of afterschool programs for students and describes the components that make them successful. The major benefits from such programs are increased safety for children, a reduction in risk taking among children participating, and improved learning. Among the elements that characterize high quality afterschool programs are: (1) the establishment of goals, administrative support, and sustainability; (2) qualified personnel; (3) attention to safety, health, and nutrition; (4) efficacious cooperation among programs and the community; (5) strong family participation; (6) educational enrichment activities; (7) effective networking between school personnel and the afterschool program staff; and (8) evaluation of the efficacy and progress of the program. Some descriptions of successful afterschool programs illustrate these components in action. A list of resource organizations and Web sites is attached. (SLD)

ED 446 191 UD 033 820

Rubenstein, Michael C.; Wodatch, Jessica K.
Stepping Up to the Challenge: Case Studies of Educational Improvement in Title I Secondary Schools.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 00
NOTE- 61p.; Research conducted in collaboration with Manpower Demonstration Research.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Case Studies; Compensatory Education; *Disadvantaged Youth; *Educational Improvement; *School Effectiveness; Secondary Education
IDENTIFIERS- *Elementary Secondary Education Act Title I

This study examined the role of Title I in 18 secondary schools (9 intermediate and 9 high schools) that serve disadvantaged students, are engaged in comprehensive school improvement efforts, and have consistently high or improving student achievement. The study was prompted by the changes to Title I under the 1994 Improving America's Schools Act. The schools in the study reflect geographic and racial or ethnic diversity and use varied approaches to school improvement. Data were collected in 3-day site visits, with interviews with administrators and instructional staff. The schools relied on three major strategies to improve and maintain the quality of teaching in their classrooms: (1) providing teachers with multiple opportunities to expand their professional expertise; (2) instituting school accountability systems that require students to demonstrate their intellectual growth; and (3) using data collection and analysis to guide the school's decisions. The larger middle schools and half of the high schools created smaller learning communities to combat the impersonality of the large schools. They attempted to engage students in the life of the school, offered support services for students, and made strong efforts to involve parents. For the schools in the study, Title I provided valuable academic assistance, and, although Title I played a limited role in supporting other elements of schoolwide improvement efforts, it

ED 445 686 IR 057 898

Walzer, Norman; Stott, Karen; Sutton, Lori
Managing Illinois Libraries: Providing Services Customers Value.
PUB DATE- 00
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitudes; City Officials; Futures (of Society); Library Administrators; *Library Development; *Library Services; *Public Libraries; Questionnaires; *Rural Areas; Surveys; Tables (Data); Use Studies; User Satisfaction (Information); Users (Information)
IDENTIFIERS- Illinois (Central)

Public libraries are an important asset in virtually any size community, but especially in small towns where many social institutions are in decline or have left. Libraries increase the quality of life, help attract new residents, and support the quality of life that is essential to attracting businesses. Results from surveys of library users, administrators, rural public, and mayors confirm the fact that public library services are held in high esteem by users and rural residents alike. Growth in Internet use, computer training, and similar services are well-received by residents. Shifts in library services reported by library administrators closely mirror the preferences reported by users. Increased services are pressuring library budgets, and it is clear from responses that libraries will need additional funds to provide more services in the future. Library administrators reported that they expect increases in bequests and other financial support and feel that public support, overall, will continue to grow. This report presents results of a study of rural public libraries in central Illinois in 1999, including: attitudes toward library services in rural areas; Alliance Library System library users; library administrators; perceptions of mayors; looking to the future--making the transition; taking public library service into the future--transition expectations, opportunities, and obstacles; and designing library destiny--declining, digital, or demand-driven. Contains 52 references. (Author/MES)

ED 445 687 IR 057 899

Murgai, Sarla R.
When Library Surveys Result in Positive Action: A Success Story. A Report of a Library Survey at the University of Tennessee/Chattanooga.
PUB DATE- 99
NOTE- 24p.; Tables contain very small type - marginally readable.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Libraries; Higher Education; *Library Development; *Library Services; Questionnaires; Student Attitudes; Student Surveys; Tables (Data); Teacher Attitudes; Teacher Surveys; Use Studies; User Needs (Information); User Satisfaction (Information); Users (Information)
IDENTIFIERS- University of Tennessee Chattanooga

This report presents the results of a 1996 survey of library users at the Lupton Library at the University of Tennessee/Chattanooga that was designed to determine the needs

new Record of Disbursement and Receipt (RD&R), delinquent borrower report enhancement, and institutional relations/commission report. The ACPE has modified the RD&R to clarify the terms of eligibility that the institution and the student must certify. The December issue features articles on the interest rate decrease for 2000-2001 Alaska Student Loans, a problem with the DOS version of VACERT, ACPE updates, and plans for VA certifying officials workshop. (JA)

ED 445 708 JC 000 582

Heslop, Joanne
Profile of B.C. College Transfer Students Admitted to Simon Fraser University, 1991-92 to 1995-96.
SPONS. AGENCY- British Columbia Council on Admissions and Transfer, Vancouver.
PUB DATE- 96
NOTE- 64p.; Prepared by Simon Fraser University, Office of Analytical Studies.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; College Graduates; *College Transfer Students; Community Colleges; Foreign Countries; Higher Education; Outcomes of Education; *Student Characteristics; *Transfer Rates (College)
IDENTIFIERS- *British Columbia; *Simon Fraser University (Canada)

Provides a profile of transfer students admitted to Simon Fraser University (SFU) from British Columbia (B. C.) colleges over the past five years, from 1991/92 to 1995/96. A general overview of transfer students is presented, followed by an analysis of academic performance at SFU, and concluding with a look at students who graduated. Inter-college comparisons are displayed and, where appropriate, comparisons with students admitted directly from B. C. secondary schools are provided. Section A provides a general profile of transfer students by: college from which students transfer to SFU, number of transfer credits students are admitted with, number of credit hours students register for in their first semester, faculty in which students intend to major, degree goal or credential students pursue, program(s) students pursue, age upon admission to SFU, and gender. Section B presents academic performance indicators for transfer students by: grade point average (GPA) upon admission through to graduation, grade performance in selected courses at SFU compared to direct entry students, and degree completion rate. In Section C, trends in GPA performance, from admission through to graduation, distribution of programs from which they graduated, distribution of credentials awarded, and average number of semesters required to graduate are examined for those transfer students who have graduated. Includes appendices of DAT file structures. (VWC)

ED 445 709 JC 000 641

New Data on PGCC Academic Outcomes: Full-Time Fall Entering Cohorts, 1993-1995.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Higher Education; Outcomes of

activities that work best with the four learning styles. Step four presents each student with the syllabus and contract defining the work to be completed in the course. Step five is tweaking, where the goal is for the teacher to finish the course with no significant difference among the four learning-style group scores. Step six looks at who's who in the funnel of teaching and learning of economics. The key here is that all four of the learning styles (converger, diverger, assimilator, and accommodator) are represented in the general education mix, which funnels assimilators into the economics major and/or graduate school which then produces the next group of economics professors who learn best in one mode. Contains 15 references. (VWC)

ED 445 729 JC 000 665

Shugart, Sanford C.
A Brief Philosophy of Community College Leadership.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Deans; Administrator Attitudes; *Community Colleges; Governance; *Instructional Leadership; *Leadership Responsibility; Two Year Colleges

Asserts that leaders, especially Chief Executive Officers, are called as stewards to lead their colleges to wrestle thoughtfully with the issues of the future, to reach consensus wherever possible on the tough choices they may face, and to give voice to the authentic vision of the college community. If community colleges are to sustain the servant ethic that inspires their best work, servant leaders who consistently articulate an authentic, mission-driven vision for the college must lead them. Trust is the bedrock of effective leadership and a healthy organizational climate. For a community college leader, this means fashioning organizations that are open, leadership teams that are non-defensive, decision-making processes that genuinely share responsibility, and habits of listening and serving at every level of the organization. Change and continuity should always be linked. Strategic thinking and planning at every level of the college is the best tool for mastering change. Another area in which the CEO has particular leadership responsibility is in connecting the college to the larger community. For this reason, the CEO requires particular skills in communication, persuasion, diplomacy, and public advocacy. Addresses a few of the more significant issues and challenges that are likely to attend nearly all of the colleges in our movement: effective learning, technology, resource development, students, "selling" learning, and governance. (VWC)

ED 445 730 JC 000 666

Dalton State College Strategic Plan, 2000-2003. Trends and Issues in Post-Secondary Education: An Environmental Analysis Report. A Strategic Planning Document.
PUB DATE- 99
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Outcomes Assessment; Community Colleges; *Educational Assessment; *Organizational Objectives; Outcomes of Education; *Performance Factors; *Strategic Planning; Two Year Colleges
IDENTIFIERS- Midlands Technical College SC

This 1999-2004 strategic planning report by Midlands Technical College (MTC, South Carolina) includes summaries of college vision, statement of values, and mission statement as well as ten institutional goals with accompanying priority initiatives by which to accomplish those goals. As part of an outcomes-based assessment process to measure institutional success, the college has identified six Critical Success Factors, namely: (1) dynamic educational programs; (2) student outcomes; (3) quality support services; (4) economic development and community involvement; (5) effective leadership and management; (6) collaborative organizational climate. Each of these Critical Success Factors is correlated with four to six Indicators of Effectiveness, quantifiable measures chosen to evaluate related college programs and services. For example, the Critical Success Factor, "student outcomes," is evaluated by reference to student goal attainment, graduation rates, placement rate in the workforce, transfer rates and performance, retention rates and licensure exam rates. An overview of the process used to develop this report, and a summary of emerging trends in higher education and their impact on Midlands Technical College concludes the report. (PGS)

ED 445 750 JC 000 687

Memorandum of Understanding between the Secretary of Health and Welfare and the Secretary of Trade and Commerce and the Chancellor of the California Community Colleges and the Superintendent of Public Instruction.
PUB DATE- 98
NOTE- 10p.; Produced by a partnership of California's Secretary of Health and Welfare, Secretary of Trade and Commerce, Chancellor of the Community Colleges, and Superintendent of Public Instruction formed by the Regional Workforce Preparation and Economic Development Act.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Policy; *Integrated Curriculum; *Labor Force Development; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Describes how the Secretary of Health and Welfare, the Secretary of Trade and Commerce, the Chancellor of the California Community Colleges with the consent of the Board of Governors, and the Superintendent of Public Instruction with the consent of the State Board of Education will collaborate to develop an integrated state workforce developmental plan. Describes the policy framework and management process by which the four agencies will develop three central products: a competitive grant award process which will fund a minimum of five initial regional partnerships in 1998, a long-range state workforce development plan, and a public information and outreach plan. This report contains the following sections: (1) a statement of

Education; Educational Practices; English (Second Language); Teacher Student Relationship; Videotape Recordings; *Young Children

Today, many children enter early childhood programs with home languages other than English. This videotape explores the importance of supporting children's home language, while helping them learn English, and gives strategies for helping children become bilingual learners. The 21-minute video provides a rationale for developing both languages, focusing on the impact of young children losing proficiency in their home language for family relationships. The optimal time for introducing English to young children is described as a parental decision. The video presents several strategies for helping children become bilingual learners, including using a content-based curriculum, developing close parent-school relationships, and having the home language present in the school through parents or volunteers. (KB)

ED 445 771 PS 028 352

Tools for Teaching Developmentally Appropriate Practice: The Leading Edge in Early Childhood Education. Videotape Series .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Child Development; Context Effect; *Developmentally Appropriate Practices; *Early Childhood Education; Educational Practices; Educational Quality; Individual Differences; Parent Teacher Cooperation; Play; Preschool Curriculum; *Preschool Teachers; Professional Development; *Staff Development; Student Evaluation; Teacher Role; Teacher Student Relationship; Teaching Methods; Videotape Recordings; *Young Children

This set of training videotapes teaches the key points of the "Developmentally Appropriate Practice in Early Childhood Programs--Revised Edition." The videos present more than 3 hours of programming produced in short stand- alone programs ranging in length from 3 to 20 minutes. The videos are designed to be used in a variety of ways to stimulate discussion, illustrate a key point in a presentation, or inform parents or policymakers about the characteristics of good early childhood programs. Tape 1, "Introduction to Developmentally Appropriate Practice," contains the following sections: (1) "Developmentally Appropriate Practice: Our Commitment to Children"; (2) "Framing: A Way To Deal with Complexity and Paradox"; (3) "The Community Garden"; and (4) "Early Childhood Teacher as Decision Maker." Tape 2, "The Principles of Child Development and Learning, Part 1: The Circle," contains sections on: (1) the whole child; (2) sequential development; (3) individual differences; (4) "windows of opportunity"; (5) complexity and internalization; and (6) multiple social and cultural contexts." Tape 3, "The Principles of Child Development and Learning, Part 2: The Triangle" contains sections on nurturing relationships, nature and nurture, active and meaningful learning, the growing edge, ways of knowing, and play. Tape 4, "Guidelines for Early Childhood Teaching Practices," contains the following sections: (1) "The Mariner's Star"; (2) "Creating a Caring Community of Learners"; (3) "Teaching To Enhance Development and Learning"; (4) "Constructing Appropriate Curriculum"; (5) "Assessing

PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Child Safety; Children; *Playgrounds; *Risk Management; *Supervision; Videotape Recordings
IDENTIFIERS- Adult Child Relationship; *Playground Design; *Playground Equipment

Citing evidence that many of the nation's playgrounds are not safe for children, these three videotapes examine three areas of playground safety: supervising children during outdoor play, designing safe playgrounds, and maintaining playground equipment. The 13-minute "ABC's of Supervision" provides supervisors' strategies for preventing injuries, illustrated with footage of playground play. The major areas of supervision discussed are: (1) anticipating potential problems; (2) behavior; and (3) context. The 13-minute "Safe Playgrounds" provides an overview of: the importance of supervision; age appropriate design; falls to surfaces; and equipment maintenance for playground safety. The 11-minute "The Nuts and Bolts of Playground Maintenance" discusses the steps involved in maintaining a safe playground, advocating that maintenance plans be developed prior to playground construction and that they be proactive, be year-round, involve designated staff, and require documentation. The video explains the types of playground hazards of concern, including equipment damage due to weather exposure, protrusions, entrapment hazards, and pinch or crunch hazards. Five types of equipment are examined for common injuries: climbers, slides, swings, merry-go-rounds, and seesaws. The importance of keeping a written maintenance plan and written maintenance records is also discussed. (KB)

ED 445 790   PS 028 867

North Dakota Kids Count! Fact Book, 1999-2000: State, Regional and County Profiles of Child Well-Being in North Dakota.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 158p.; For 1997 Fact Book, see ED 424 943. Financial support also provided by Dakota Medical Foundation and Children's Services Coordinating Committee.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Child Abuse; *Child Health; Child Neglect; Child Safety; Child Welfare; *Children; *Counties; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Expenditure per Student; Family (Sociological Unit); Family Violence; Foster Care; Infants; One Parent Family; Out of School Youth; Poverty; Prenatal Care; Preschool Education; Safety; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Well Being
IDENTIFIERS- Arrests; *Indicators; *North Dakota; Project Head Start

This Kids Count report details statewide trends in the well-being of North Dakota's children. The statistical portrait is based on indicators of children's well-being in seven areas: (1) population; (2) family composition; (3) economic condition; (4)

their unique abilities. The book is organized around six intellectual skills: (1) problem solving; (2) memory; (3) language; (4) reading; (5) mathematical thinking; and (6) creative thinking. The book uses a "News Flash" format to link early infant competencies to each of these six specific skills. The book's introduction discusses research techniques used to examine the competencies of young infants. Chapter 1, "Your Baby's Amazing Brain," examines early brain development and the importance of early experience. Chapter 2, "What's Love Got To Do with It?," presents important cautions and concerns to guide parents' interaction with their infants, including the significance of attachment, following the child's lead, active learning, and parental scaffolding of infant learning. Chapter 3, "Figuring Out the World: Problem Solving," addresses the problem-solving process, including contingencies, imitation, and expectancies. Chapter 4, "Memory 101: The Foundations of Learning," deals with various types of memory: recognition, recall, autobiographical. Chapter 5, "Baby Signs and First Words: Learning To Talk," focuses on infants' signs and first words, pretend play, and dialogic book reading. Chapter 6, "Letters, Rhymes, and Love of Books: Preparing to Read," discusses shape discrimination, phonemic awareness, and book interest. Chapter 7, "Counting Really Counts: Thinking about Numbers," concerns number awareness, counting, and early musical training. Chapter 8, "Scribbles, Jokes, and Imaginary Friends: Fostering Creativity," addresses drawing, humor, imaginary friends, and pretend play. Chapter 9, "Putting It All Together, notes that each of the skills discussed in the book depends to varying degrees upon all the others. The book concludes with a list summarizing the suggested activities. (Contains 61 references.) (KB)

ED 445 808   PS 028 903

Houk, Katharine
Creating a Cooperative Learning Center: An Idea-Book for Homeschooling Families.
PUB DATE- 00
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperation; Elementary Secondary Education; Group Activities; Home Programs; *Home Schooling; *Nontraditional Education; Parent Student Relationship; Parents; *Parents as Teachers; Private Education; Program Descriptions; Program Development; Social Support Groups
IDENTIFIERS- *Community Learning Centers; Program Characteristics

Cooperative learning centers can provide educational activities for home-schooled children as well as support networks for home-schooling parents. This guide recounts development of a cooperative learning center founded by parents of over 70 home-educated children in upstate New York. Part 1 of the book details the development of The Alternative Learning Center (TALC) and its organization and operation, including its structure and bylaws, agreements and contracts, meeting of education requirements, financial support, and use of computers. Sample organizational documents are included. Part 2 contains six appendices: (1) organizational documents, including press releases and bylaws; (2) day-to-day operation, including questionnaires, interest surveys, field trip proposal

Foreign Countries; Health Programs; Inner City; *Integrated Services; Models; Parents; Program Effectiveness; Young Children
IDENTIFIERS- England (London); Family Support

This paper considers the concept of the "one-stop shop" in relation to the provision of family services, whereby the family can access a range of support services made available in one location. The paper examines how the concept fits within the context of mainstream service provision in Great Britain today, specifically how the Coram Community Campus, as an example of a "one-stop shop" in London, attempts to meet diverse family needs in an inner city setting. Findings of the Campus model of multi-agency practice are presented to illustrate the impact of this approach on families and the quality of support provided. The paper describes the move in England away from crisis intervention toward more preventive work with vulnerable families, involving program coordination and partnerships. The Coram Community Campus model is described as an organization arrangement working to provide families and their young children in one of the most deprived areas in London with care, education, health, and social support. Distinguishing features of the Campus model are listed, and the services provided are summarized. The paper presents both qualitative and quantitative findings from the user survey and user interviews to examine how services were being used, to identify perspectives of the practitioners, and to provide concrete examples of "one-stop shopping." The paper concludes by asserting that the "one-stop shop" approach clearly responds to the complexity and diversity of family life in the inner city as it evolves to better meet multiple and diverse needs. Contains 21 references. (KB)

ED 445 827 PS 028 931

Fernandez, Geovanny
California: State of Our Children, 2000. How Young People Are Faring Today.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; James G. Irvine Foundation, San Francisco, CA.; David and Lucile Packard Foundation, Los Altos, CA.; Ralph M. Parsons Foundation, Los Angeles, CA.
PUB DATE- 00
NOTE- 66p.; For 1999 Data Book, see PS 028 469. For California Report Card, 2000, see PS 028 932. Also funded by the Atlas Family Foundation, the Clorox Company Foundation, and Gap Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adolescents; Birth Weight; Child Abuse; Child Health; Child Support; Child Welfare; *Children; *Counties; Day Care; Delinquency; Dropouts; Early Parenthood; Educational Attainment; Expenditure per Student; Family Income; Foster Care; Health Insurance; Infant Mortality; Limited English Speaking; Mortality Rate; Poverty; Prenatal Care; Racial Differences; Safety; *Social Indicators; Tables (Data); Teacher Student Ratio; Trend Analysis; Unemployment; Weapons; Welfare Services; *Well Being
IDENTIFIERS- *California; Child Mortality; Ethnic Differences; *Indicators; Sexually Transmitted Diseases

This Kids Count data book examines trends in the well-being of California's children, focusing on factors influencing adolescents. The statistical portrait is based on trends in 33 indicators of well-being in 4 areas: (1) family economics, scams. The importance of student essays is explained, and pointers on writing effective ones are given. Three sample scholarship essays by migrant students are provided. Scholarship recommendation letters are a key element in determining scholarship awards. A suggested form for requesting scholarship recommendation letters is supplied, along with advice on when to request one, how many to request, what information to supply with the request, and from whom to request them. A form for a scholarship nomination application is supplied, and advice is given for completing the application. (TD)

ED 445 845   RC 022 569

Chavers, Dean, Ed.
Exemplary Programs in Indian Education. Third Edition.
PUB DATE- 99
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adult Education; *American Indian Education; American Indians; *Demonstration Programs; *Educational Practices; Elementary Secondary Education; Evaluation Criteria; Higher Education; Program Descriptions

This book presents 16 exemplary programs in schools that enroll American Indian or Alaska Native students. Exemplary, by definition, means the top 5 percent of education programs in student outcomes. In most cases, these programs are in the top 1 percent. Each program entry includes contact information, a narrative description, and in some cases, awards received, documentation of student outcomes, and other relevant information. Schools range from elementary through college and include public, private, tribal, and nonprofit. Programs address student support services, comprehensive school improvement, dropout prevention, adult education, college preparation, technology integration, and other areas. All 16 programs are summarized on one page in the beginning of the book, and program characteristics are presented in chart form. A brief history of Indian education is followed by a description of the 11 elements that are characteristic of exemplary programs: acknowledgement of the problem; set priorities for problems; vision, planning; commitment; restructuring and retraining; goal setting; experimentation, testing, and evaluation; outreach; expertise; and administrative support. Appendices list criteria for exemplary programs; individuals and organizations that have recognition programs for exemplary schools and projects; and the criteria of effectiveness for exemplary programs used by the now-defunct National Diffusion Network, the U.S. Department of Education program that recognized, supported, and disseminated information on exemplary programs for 25 years before being eliminated in the budget cuts of 1995. (TD)

ED 445 846   RC 022 594

Welcome to Generations Together: Reading for the Future. An Intergenerational Program for Schools.
PUB DATE- 99
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Batchelder); (2) "Language Revitalization in Navajo/English Dual Language Classrooms" (Mary Ann Goodluck, Louise Lockard, Darlene Yazzie); (3) "Racing against Time: A Report on the Leupp Navajo Immersion Project" (Michael Fillerup); (4) "Community-Based Native Teacher Education Programs" (Connie Heimbecker, Sam Minner, Greg Prater); (5) "Measuring Language Dominance and Bilingual Proficiency Development of Tarahumara Children" (Carla Paciotto); (6) "Post-Colonial Recovering and Healing" (Angelina Weenie); (7) "Observations on Response towards Indigenous Cultural Perspectives as Paradigms in the Classroom" (Stephen Greymorning); (8) "Visual Metaphor, Cultural Knowledge, and the New Rhetoric" (Robert N. St. Clair); (9) "An Examination of Western Influences on Indigenous Language Teaching" (J. Dean Mellow); (10) "Teaching English to American Indians" (Jon Reyhner); and (11) "Charter Schools for American Indians" (Brian Bielenberg). (Contains references in each paper and contributor profiles.) (SV)

ED 445 864 RC 022 649

Batchelder, Ann
Teaching Dine Language and Culture in Navajo Schools: Voices from the Community.
PUB DATE- 00
NOTE- 9p.; In: Learn in Beauty: Indigenous Education for a New Century; see RC 022 648.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Culture; *American Indian Education; *Community Attitudes; *Cultural Education; Cultural Maintenance; *Educational Attitudes; Educational Responsibility; Elementary Secondary Education; Language Proficiency; *Native Language Instruction; Navajo; *Navajo (Nation); School Role

Since 1984 the Navajo Nation has mandated instruction in Navajo language and culture in K-12 schools within its boundaries. In 1998-99, a survey and follow-up interviews with 48 individuals in 20 Navajo communities examined community attitudes and beliefs about the value of Navajo language and culture studies and the extent to which the schools should be involved in such instruction. Across the reservation, attitudes varied greatly with regard to which aspects of Navajo culture should be taught in school, who should be responsible for teaching Navajo language and culture, what level of Navajo fluency students should achieve, and how much of the school day should be devoted to Navajo language and culture. Respondents' attitudes were related to age, personal experience with schooling, and the size and location of the community in which they lived. Those who felt that schools should not teach language and culture were generally in one of three groups: elders and other traditionalists who felt that schools could not appropriately teach sensitive aspects of Navajo culture, those who thought that the role of school was to help the Navajo Nation move into the future, and those who did not trust the schools based on bad personal experiences. (SV)

ED 445 865 RC 022 650

Goodluck, Mary Ann; Lockard, Louise; Yazzie, Darlene
Language Revitalization in Navajo/English Dual Language Classrooms.
PUB DATE- 00

help students become engaged in inquiry and take more responsibility and initiative in their learning. Video clips from the teachers' classrooms illustrate the interventions discussed. The challenge problem and lessons for elementary, middle school, and high school classrooms are detailed, and a corresponding set of student predictions is presented. Finally, participants' reflections on their participation in this project are summarized. (Contains 36 references.) (Author/ASK)

ED 445 883 SE 063 623

Karpel, Jennifer A.; Abell, Sandra K.
Issues in Science Assessment in a Bilingual/Biliterate Elementary Classroom.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Elementary Education; *Evaluation; Foreign Countries; *Learning Strategies; Science Education; *Spanish Speaking; Teaching Methods
IDENTIFIERS- *Honduras

This study examines the types, uses, and roles of science assessment in a bilingual/biliterate (Spanish/English) elementary classroom in the Honduras during one unit of science instruction. Focus is placed on how one teacher used assessment to a) inform practice; b) evaluate student learning; and c) modify curricula and teaching strategies to meet the needs of bilingual students. (Author/CCM)

ED 445 884 SE 063 669

Bell, Randy L.; Blair, Lesley M.; Lederman, Norman G.; Crawford, Barbara A.
Just Do It? The Effect of a Science Apprenticeship Program on High School Students' Understanding of the Nature of Science and Scientific Inquiry.
PUB DATE- 99
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Concept Formation; *Hands on Science; *High School Students; High Schools; Laboratory Procedures; Research Skills; Science Instruction; *Scientific Methodology; *Scientific Principles; *Student Research; *Teaching Methods

Science educators often assume and expect that students who are actively engaged in scientific inquiry should develop more accurate understandings of science and the construction of scientific knowledge. However, this assumption, while intuitive, has not been validated. This paper reports on a study that sought to determine the impact of an 8-week science apprenticeship program on a group of high ability students' understandings of the nature of science and scientific inquiry. The results of this investigation do not support the intuitive assumption that students will learn about scientific inquiry and the nature of science simply by doing science. (Contains 21 references.) (WRM)

ED 445 885 SE 063 681

Shymansky, James A.; Yore, Larry D.; Dunkhase, John A.; Hand, Brian M.

preparation programs in three countries--the United States, Turkey, and Korea. In this study, 106 preservice teachers in three countries responded to a questionnaire that consisted of 35 questions. Responses to the questionnaire were analyzed using the research statistical program SPSS. Findings included perceptions of preservice teachers and differences between countries. The results of this study provide insight for teacher educators for planning teacher education programs as well as understanding the needs of prospective mathematics teachers. (Contains 11 references.) (ASK)

ED 445 908   SE 063 968

Pugalee, David K.; Chamblee, Gregory
Mathematical and Technological Literacy: Developing an Integrated 21st Century Model.
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators (Chicago, IL, January, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Technology; Elementary Secondary Education; *Literacy; *Mathematical Vocabulary; *Mathematics Education

Mathematical literacy has become a 'buzz word' for describing those mathematical abilities, which are essential for any individual to function in our increasingly technological world. Despite the widespread use of the term, there is no real consensus about what being mathematically literate entails. A working group met during this AMTE conference to explore the issue of how technological literacy supports mathematical literacy. Considering a proposed model of mathematical literacy, which included processes (problem solving, reasoning, representing, and manipulating), and enablers (values, technology, and communication), the working group raised questions and discussed perspectives about the relationship between technology and mathematics. While the working group raised questions about the complexity of the construct and the difficulty in identifying common standards for all students, the group did provide important perspectives on the role of technology in providing rich mathematical environments which promote exploration and analysis of mathematical concepts. The members agreed that technology provides a tool for looking at problems in new ways. Further, the working group indicated that there is not an adequate framework, which promotes understanding and application of technology in the mathematics classroom. Too frequently teachers are left to define for themselves what the 'appropriate use' of technology is in their classrooms; therefore, mathematics teacher educators and others in the mathematics and education communities must continue to define the issues and provide perspectives so that all students can have equal opportunities to develop mathematical literacy. (Author)

ED 445 909   SE 063 974

Campbell, Stephen R.
Bringing Insights from Research into the Classroom: The Case of Introductory Number Theory. Discussion: Treating Symptoms?
PUB DATE- 00

*Teaching Methods
IDENTIFIERS- Brazil; Computer Engineering; Electrical Engineering; Mechanical Engineering

This paper is a report on the teaching experiment conducted in the Introduction to Engineering I course at PUC-Rio's Technical-Scientific Center (CTC) during the two terms of 1997. The idea was to test and develop hands-on teaching methodology as set forth in "Hands-on Teaching and Concurrent Teaching: Relations and Difficulties" (Carmo and da Silveira, 1997), including principles of entrepreneurship development, following the educational policy recommended by the NSF (U.S.) and the REENGE program (Brazil) and applied at PUC-Rio's CTC. What makes this experiment original in comparison with other project courses is the number of students involved, as well as the strategies resorted to in order to use a hands-on approach on a large scale. The paper begins with a consideration of the problem to be faced: the number and type of students who enter the University, the teachers working on this course, and the equipment available. Then the organizational strategy is described, including the division of the students in groups of 60, each under the responsibility of a specific Department. Each Department interpreted the meaning of "hands-on" in its own way and developed its own strategy for working with a large number of students. These different strategies are analyzed and compared. The paper ends with the results of an evaluation that took into account the formal results, students' opinions of teachers and outside observers. The final result was positive, and the University officially adopted the new course. Older students requested the creation of a special course using the same methodology, so that their training might also profit from it. (Author)

ED 445 934   SE 064 183

da Silva Ferreira, Ronaldo
Learning Stress Distribution in Soils Using a Digital Multimedia Tool.
PUB DATE- 98
NOTE- 6p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998). "This work was done with funds of the FINEP (Brazilian Government Fund for Research)."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Engineering Education; Foreign Countries; Higher Education; *International Communication; *Internet; *Learning Processes; *Microcomputers; Soil Science
IDENTIFIERS- Brazil

The available technologies of microcomputers and international communication - Internet, are powerful sources for the Teaching and Learning Process. Undergraduate courses can take advantage of these resources to help students and teachers in the classroom. Thinking on this the Project REESC - Reengineering of Engineering Education in Santa Catarina - was approved. This one-year project has involved six universities of the State, with thirty-four sub-projects dealing with most of the engineering knowledge areas http://reesc.ctclab.ufsc.br. This article presents the sub-project dealing with geotechnical engineering. After some considerations about the learning process in the 21st Century the package MECSOLOS is presented. The software makes use of text, images, graphical illustrations background information, teaching suggestions, student worksheets, and the answers expected for each activity. (BT)

ED 445 955 SO 031 216

Malkasian, Mark
The International System in the 21st Century: Considering the U.S. Role. Teacher's Resource Book and Student Guide . Revised. Public Policy Debate in the Classroom. Choices for the 21st Century Education Project.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 99
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics; Foreign Countries; *Foreign Policy; *Futures (of Society); Global Approach; *Government Role; *International Relations; Political Issues; Power Structure; Public Policy; Secondary Education; Social Studies
IDENTIFIERS- *Twenty First Century
This teacher's resource book is coupled with a student text that is part of a continuing series on current and historical international and public policy issues. The background reading offers students an insight into the forces that are expected to shape international relations in the 21st century. The resource book is based on a suggested five-day lesson plan and provides information about the "Choices" approach and practical tips for teachers about integrating the unit into the classroom. The resource book is divided into these sections: "Day One: Rethinking International Relations"; "Optional Lesson: Turning Points in U.S. Foreign Policy"; "Day Two: The Futures before the U.S. Senate: Organization and Preparation"; "Day Three: The Futures before the U.S. Senate: Debate and Discussion"; "Day Four: Discussing the Futures"; "Day Five: The Futures and Beyond: Survey and Discussion"; "Alternative Three-Day Lesson Plan"; and "Making 'Choices' Work in Your Classroom." (BT)

ED 445 956 SO 031 224

Swartz, Stanley L., Ed.
Proceedings of the Annual International Congress on Challenges to Education: Balancing Unity and Diversity in a Changing World, 1995-1998.
PUB DATE- 98
NOTE- 233p.; The 1997 and 1998 proceedings were sponsored by CSUSB, Office of Extended Education, California Early Literacy Learning, Texas A&M University, Kingsville, Universidad Autonoma de Baja California, and Yasuda Women's University, Hiroshima, Japan. The 1998 proceedings were also supported by the Association of Teacher Education.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; Adult Education; Correctional Education; *Cultural Differences; Distance Education; *Diversity (Student); *Educational Change; Environmental Education; Higher Education; Literacy; Multicultural Education; Social Studies; Special Education
IDENTIFIERS- *Educational Issues; Global Issues; Tolerance

Clover, Faith
Navajo Art--A Way of Life.
PUB DATE- 99
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; *Art Activities; Art Education; *Cultural Context; Heritage Education; *Navajo (Nation); Secondary Education; Spirituality; Student Participation; *Visual Arts
IDENTIFIERS- *American Indian Art; Sandpaintings; Weaving

This curriculum unit on Navajo art consists of three lessons, each of which can stand alone or be used in conjunction with the others. Teacher and students will explore Navajo traditions in the unit and use the insight gained to create artworks that connect people to their community and natural environment. The key artworks provide the foundation upon which the Navajo art curriculum unit is based; extensive questions and answers given for each of the key artworks allow teachers and students to explore the pieces in depth. The unit's first lesson, "Weaving as a Way of Life," introduces students to Navajo culture and its artworld through weaving. In this lesson students analyze the ways design elements repeat to create patterns in Navajo weaving and make compositions based on the repetition of design elements. The unit's second lesson, "Sandpainting: Traditions of History and Healing," introduces students to the role of sandpainting in Navajo ceremonies and to the controversial use of sacred imagery in contemporary art. After learning about the sacred nature of sandpainting and its role in Navajo spiritual life, students consider the appropriateness of studying and making sandpaintings. The unit's third lesson, "Painting as Ceremony and Cultural Expression," leads students to explore the ways that Navajo artists have been influenced by their contact with the mainstream artworld. This lesson has students examine art which expresses painters' cultural and physical place in the world and make a painting expressing their own physical place in the world. The lesson plans offer resource listings--electronic, audiovisual, and print. (BT)

ED 445 980 SO 031 915

Erickson, Mary; Clover, Faith
Understanding Artworlds.
PUB DATE- 99
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Education; *Art Expression; *Cultural Context; Inquiry; Interdisciplinary Approach; Secondary Education; Social Studies
IDENTIFIERS- *California (Los Angeles); Conceptual Frameworks; Web Sites

This curriculum unit consists of four lessons that are designed to broaden students' understanding of art and culture; each lesson can stand alone or be used in conjunction with the others. The introduction offers a conceptual framework of the Artworlds unit, which takes an inquiry-based approach. The unit's first lesson, "Worlds within Worlds," is an interdisciplinary art and social science lesson, an

S. Stavropoulos); "Dialogue Journals with Preservice Art Teachers: A Study by Three University Student Teacher Supervisors" (M. Schiller; S. Shumard; H. Homan); "The Group Studio Critique as Event: A Problem-Position" (C. S. Jeffers); "The Process of Understanding: Protocol Analysis and Musical Composition" (N. L. Whitaker); and "How Research Has Reified Music Education, Or, the Coda that Dogs the Wag" (C. Adelman). (BT)

ED 446 002   SO 032 150

Diket, Read M., Ed.
Arts and Learning Research, 1995. The Journal of the Arts and Learning Special Interest Group of the American Educational Research Association (San Francisco, California, April 1995).
SPONS. AGENCY- American Educational Research Association, Washington, DC.
PUB DATE- 95
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Art Education; Educational Research; Elementary Secondary Education; Higher Education; *Semiotics; *Student Evaluation; Theory Practice Relationship; *Visual Arts
IDENTIFIERS- *Irigaray (Luce)

The papers gathered in this volume were presented at the 1995 meeting of the American Educational Research Association; many were part of the Arts and Learning Special Interest Group programs. Papers in the volume explore a range of research interests and conceptualizations for the arts. Following an editorial, papers are: "Beyond the Public Face of Arts Education Policymaking" (K. A. Hamblen); "Assessing Student Learning in the Arts: Building a Bridge between Theory and Practice" (C. S. Stavropoulos); "Semiotics and Art Education in American Cultures" (D. Smith-Shank; R. M. Diket; K. Grauer; R. Irwin; C. S. Jeffers; S. A. Myers); "Arts Integration: Semiotic Transmediation in the Classroom" (J. D. Betts; P. Fisher; S. J. Hicks); "Cognitive Drama: A Tool for Cultural Assimilation" (S. Schonmann); "Factor Analysis of a Cross-Cultural Measurement for Children's Aesthetic Responses" (C. Newton; L. Kantner); "The Development of Aesthetic Criteria in College Art Majors' Written Criticisms" (R. M. Diket); "Applications of the Psychoanalytic Theory of Luce Irigaray to Feminist Art and Elementary Classroom Art Workshops" (Y. Gaudelius; M. Wyrick); "A Cross-Cultural View of Art and Creativity: Implications for School Partnerships" (R. L. Irwin; R. Farrell); and "Research in Art Education" (R. Colwell). (BT)

ED 446 003   SO 032 151

Diket, Read M., Ed.; Klein, Sheri R., Ed.
Arts and Learning Research, 1996-1997. The Journal of the Arts and Learning Special Interest Group of the American Educational Research Association (New York, New York, April 1996).
PUB DATE- 97
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- *Art Education; Educational Research; Elementary Secondary Education; Higher Education; *Music Education; Preservice Teacher Education; Preservice Teachers; *Semiotics;

Educational Objectives is a tool from the wider context of education that can help new and experienced social work educators to think more precisely about what it means to teach and test for critical thinking. Bloom's Taxonomy includes six knowledge levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. This survey paper presents each level along with sample test items. Cites 17 resources. (Author/BB)

ED 446 024 SO 032 218

Aviles, Christopher B.
A Contrast of Mastery Learning and Non-Mastery Learning Instruction in an Undergraduate Social Work Course.
PUB DATE- 98
NOTE- 25p.; Paper presented at the Annual Meeting of the Council on Social Work Education (44th, Orlando, FL, March 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Critical Thinking; Higher Education; *Mastery Learning; Measurement Objectives; *Social Work; *Teaching Methods; Undergraduate Study

Many teaching methods investigated in higher education have been examined by social work educators, except for mastery learning. Mastery learning is a behavioral teaching method used successfully in higher education. Achievement is held constant and time allowed is varied, rather than holding time constant and allowing student achievement to vary. Thus, mastery learning uses time flexibility to increase student learning and performance. This study examines how mastery learning performed in an undergraduate social work (BSW) course compared to non-mastery learning instruction. The major research question investigated was, "Do mastery learning and non-mastery instruction have different effects on social work students' academic achievement, attitude toward course topic, and preference for instructional method?" Cites 46 resources. (Author/BB)

ED 446 025 SO 032 219

Aviles, Christopher B.
Understanding and Testing for "Critical Thinking" with Bloom's Taxonomy of Educational Objectives.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the Council on Social Work Education (45th, San Francisco, CA, March 10-13, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Comprehension; Critical Thinking; Educational Objectives; Evaluation; *Evaluation Methods; Higher Education; Measurement Objectives; Social Work; Teaching Methods; Undergraduate Study
IDENTIFIERS- Bloom (Benjamin S); *Blooms Taxonomy

Teaching and testing for critical thinking can be a challenge for new and experienced social work educators because critical thinking has no operational definition. Bloom's Taxonomy of Educational Objectives is a tool from the wider context of education that can help new and experienced social work membership as the most salient features of teaching. Seven suggestions for overcoming resistance within the context of a required multicultural teacher education course are presented (e.g., clarify and justify purposes; give examples; and maximize placements in local urban schools). (Contains 31 references.) (SM)

ED 446 045   SP 039 476

Fischman, Gustavo E.
Comparing Pedagogical Imaginations in Teacher Education.
PUB DATE- 00
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Foreign Countries; Gender Issues; Higher Education; Imagery; *Imagination; Metaphors; Preservice Teacher Education; Student Teacher Attitudes; Student Teachers
IDENTIFIERS- Argentina; *Caring; Noddings (Nel)

This paper explores how the concept of caring relates to the pedagogical imagination of North American and Argentinean preservice teachers. It is guided by the assumption that pedagogical imaginations about schooling, manifested in the form of spoken, written, and drawn expressions, metaphors, and images, may help in the process of grasping students' ideas about caring and their sensitivities and inclinations. Section 1 reviews the works of Nel Noddings, who developed an extensive framework around the concept of caring and its pedagogical values. Section 2 presents the methods used in this project. Weekly classroom observations of 10 groups of Argentinean and American preservice elementary teachers were conducted over 6 months. Faculty, administrators, and students were interviewed, and students completed questionnaires. The researcher observed workshops in which students explored pedagogical imaginations. Sections 3 and 4 report results and conclusions. Many participants in both countries imagined ideal classrooms in traditional patterns. Their ideal classroom was mainly a response to their diagnosis of current classrooms as chaotic spaces deeply embedded in gender dynamics. The notions of caring derived from Noddings' framework were very close to the functions of caring in the pedagogical imagination of preservice teachers in both countries. (Contains 34 references.) (SM)

ED 446 046   SP 039 477

Beaudin, Barbara Q.; Thompson, Judith S.; Prowda, Peter M.
Projecting State-Level Teacher Supply and Demand: Improving an Imperfect Science To Enhance Policy Decision-Making.
PUB DATE- 00
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education;

education at their high school by moving from subject-specific curriculum to interdisciplinary teaching, from individual departmental structures to team teaching, and from traditional 45-minute periods to intensive or block scheduling. There are 8 chapters in 3 parts. Part 1, "Introduction," introduces the setting, the five teachers, and the research, offering (1) "The Context" and (2) "Research Design." Part 2, "The Restructuring Experience," describes the experience of restructuring as lived by the five teachers, focusing on five themes: (3) "Uncertainty," (4) "Intensification and Limited Time," (5) "Lack of Administrative Leadership," (6) "Subject Loyalty Versus Team Allegiance," and (7) "Craft Pride, Caring, and Moral Purpose." Part 3, "Conclusion," focuses on change and how it is refined and challenged by this study, offering (8) "Deepening Our Understanding of Educational Change." (Contains numerous references.) (SM)

ED 446 066   SP 039 499

Harris, Laurie Lanzen, Ed.; Abbey, Cherie D., Ed.
Biography Today: Sports Series. Profiles of People of Interest to Young Readers, Volume 4.
PUB DATE- 00
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletes; Athletics; Biographies; Elementary Secondary Education
IDENTIFIERS- *Professional Athletics

This book is the fourth in a series of biographies on today's sports figures designed for students age 9 years and older. It contains alphabetically arranged sketches of the sports figures. Each entry provides at least one picture of the individual profiled. Bold faced rubrics lead the reader to information on birth, youth, early memories, education, first jobs, marriage and family, career highlights, memorable experiences, hobbies, and honors and awards. Each entry ends with a list of easily accessible sources designed to provide further reading on the individual and a current address. Obituary entries are also included. This volume features: Wilt Chamberlin, American professional basketball player; Brandi Chastain, American professional soccer player; Derek Jeter, American professional basketball player; Karch Kiraly, American professional volleyball player; Alex Lowe, American mountain climber; Randy Moss, American Professional football player; Se Ri Pak, South Korean golfer; Dawn Riley, American yacht racer; Karen Smyers, American triathlete; Kurt Warner, American professional football player; and Serena Williams, American professional tennis player. (SM)

ED 446 067   SP 039 500

Genor, Michele
Using Community Based Action Research To Promote Critical Reflection in Preservice Teachers.
PUB DATE- 00
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Humorous Classroom," includes (1) "Overcoming Your Fear of Looking Foolish"; (2) "To Open Their Eyes, Organize and Be Humor Wise"; and (3) "Laughter Rules!" Part 2, "Pick Your Shtick," includes (4) "Yakkity Yak!"; (5) Humor Helpers"; and (6) "On with the Show!" Part 3, "Laughing through the Curriculum," includes (7) "Reading and Writing and Laughing"; (8) "Not-So-Serious Science"; (9) "Math Mirth"; (10) "The Muse is Loose"; and (11) "Phizz Ed and Games for the Hall of Fame." The book also includes a selection of reproducible pages and a list of resources. (SM)

ED 446 086   SP 039 527

Lauter, Nancy J., Ed.
Professional Development Schools: Confronting Realities.
SPONS. AGENCY- Danforth Foundation, St. Louis, MO.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Standards; *College School Cooperation; Educational Finance; Elementary Secondary Education; Equal Education; Faculty Development; Financial Support; Higher Education; Inquiry; *Partnerships in Education; Politics of Education; *Preservice Teacher Education; *Professional Development Schools; Public Schools
IDENTIFIERS- Institutionalization (of Goals); Institutionalization (of Innovations)

This collection of articles discusses the realities of Professional Development Schools (PDS) from the perspectives of school teachers, college faculty, college administrators, and other educational administrators. The articles focus on the five dimensions of PDS work (institutionalization, equity, standards and quality, inquiry, and financing). They include: "Introduction" (Nancy J. Lauter); "Institutionalizing Professional Development Schools: Successes, Challenges, and Continuing Tensions" (Lee Teitel, Charlotte Reed, Karen O'Connor, with Katherine Boles, Nancy J. Lauter, Vivian Troen, and Robert O. Williams); "The Cultural and Community Politics of Educational Equity: Toward a New Framework of Professional Development Schools" (Peter C. Murrell, Jr. and Mario Borunda); "Setting Standards for Professional Development Schools" (Jon Snyder, Betty Lou Whitford, and Robert O. Williams); "Inquiry and Professional Development Schools" (Barnett Berry, Katherine Boles, with Kellah Edens, Annalee Nissenholtz, and Roberta Trachtman); and "Financing Professional Development Schools" (Richard W. Clark). (Most articles contain references.) (SM)

ED 446 087   SP 039 529

Hertzog, Hillary S.
When, How and Who Do I Ask for Help? Novices' Perceptions of Learning and Assistance.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alternative Teacher Certification; *Beginning

NOTE- 14p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Citizenship Education; Elementary Secondary Education; *Ethical Instruction; Federal Aid; Job Training; *Skill Development; *State Programs
IDENTIFIERS- *Character Education

This issue of "Changing Schools" focuses on character education. The lead article, "Character Education: Finding Ways To Foster Ethical Behavior in Youth" by Diane McIntyre Wilber discusses the character education programs that have spread to nearly every type of school, whether public, private, charter, or faith-based. Since 1996, the U.S. Department of Education has awarded more than $25 million in character education seed money to 36 states and the District of Columbia. The programs of five recipients of these funds in the region served by Mid-continent Research for Education and Learning (McREL) are profiled. "Universities and Communities in the Region Emphasize Ethics" by Diane McIntyre Wilber highlights recent actions in the field of character education by one college of education and one community in the McREL region. "Mentoring Program 'Inducts' New Teachers" by Paula Wenger describes the new teacher program in a Nebraska school district. A special section describes some recent research results and products from McREL. "Work Force Study Reveals the Importance of Soft Skills" by Paula Wenger describes a study of qualities such as responsibility, dedication, and the ability to work with teams as ("soft skills") in the workplace. (SLD)

ED 446 108 TM 031 851

Clark, Gail; Apthorp, Helen; Van Buhler, Rebecca; Dean, Ceri; Barley, Zoe
Beyond the List: Schools Selecting Alternative CSR Models.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demonstration Programs; *Educational Change; Elementary Secondary Education; *Models; School Restructuring; Selection; *Technical Assistance
IDENTIFIERS- *Mid Continent Regional Educational Laboratory; *Reform Efforts

A study was conducted to describe the population of alternative models for comprehensive school reform in the region served by Mid-continent Research for Education and Learning (McREL). The study addressed the questions of whether schools that did not propose to adopt widely known or implemented reform models were able to design a reform process that met current thinking about effective reform as evidenced by the nine criteria specified for acceptable Comprehensive School Reform Demonstration (CSRD) applications. Of particular concern was the presumed lack of availability of technical assistance in the rural areas of the central United States served by McREL for alternative models compared to that typically provided by developers of nationally known models. Contrary to expectations, however, an examination of CSRD applications submitted (56 funded and 109 nonfunded) suggest that sites selecting alternative models were not judged as lacking in planned technical assistance. Further study as learners really can reflect assessment reforms. Among the drawbacks to the use of portfolio assessments that include English language learners is the fact that reliability is lower than for more traditional assessments, making comparisons more difficult. It is difficult to ensure standardized testing conditions, and the cost of administering portfolio assessments is higher than that of many other forms of assessment. Portfolios also pose a scoring dilemma because of staff development and training requirements and the item required to score portfolios correctly. Developing and implementing a large-scale assessment portfolio that includes English language learners requires extensive planning and discussion and requires considerable resources. Some steps to developing and implementing such a program are outlined. (Contains 16 references.) (SLD)

ED 446 130   TM 031 892

Hamboldt, Martina
Pupil Membership and Related Information, Fall 1999.
PUB DATE- 00
NOTE- 115p.; For the fall 1998 report, see TM 029 643.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; Enrollment Trends; Ethnic Groups; *Minority Groups; Tables (Data); Urban Schools
IDENTIFIERS- *Colorado

Information is provided about the enrollment of Colorado's public schools as of fall 1999. At that time there were 708,109 students in Colorado's public schools, an increase of 1.3% over the previous fall membership. Fall membership grew by 7.9% from fall 1995 to fall 1999. Beginning in 1990, student membership each year has surpassed the previous peak in 1972, and in 1999, as in previous years, membership continued to rise in both elementary and secondary grades. Between 1995 and 1999, fall membership in the public schools increased by 35,457 (19.7%) for minority students, and 3.4% for white students. Native Americans, Asians, Blacks, and Hispanics represented 30.5% of the fall 1999 student membership. Enrollment continued to increase in the state's 10 largest school districts, which, taken together, enrolled 55.3% of the total student membership. The Denver metropolitan area includes 386,828 (54.6%) of the state's total membership in public schools. Colorado's graduation rate for the class of 1999 was 79.9%, a decrease of 0.2 percentage points from rates reported for the class of 1998. Student membership data is reported in five tables. (SLD)

ED 446 131   TM 031 893

Leopold, Gregory D.
Site Researcher Training and Orientation (Louisville, Kentucky, September 13-15, 1999). A Report on the Formative Evaluation Process for School Improvement: A Joint Initiative between AEL, Inc. and the Center for Research in Educational Policy (CREP) at the University of Memphis. CSRD Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 30p.; For an evaluation of the training program for Georgia site researchers, see TM 031 894.
LANGUAGE- English

second purpose was to develop a model process states could use to compare their frameworks and assessments to NAEP in mathematics and in other content areas, such as reading and science. The paper presents details about three design features of the comparison study: (1) the use of expert judgment; (2) the importance of viewing the test from multiple perspectives; and (3) the implementation of a multiphase process for comparing the tests. Some of the limitations of the study are outlined. An appendix summarizes the phases of project development. (Contains 20 references.) (Author/SLD)

ED 446 151 TM 031 917

Lane, Suzanne; Parke, Carol S.; Stone, Clement A.
MSPAP Impact Study, Volume I: Mathematics.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 173p.; Supported by a grant from the U.S. Department of Education, Assessment Development and Evaluation Grants Program for the Maryland Assessment System Project.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Elementary Education; *Mathematics; Middle Schools; *Principals; State Programs; *Teachers; *Teaching Methods; *Test Use; Testing Programs
IDENTIFIERS- *Impact Evaluation; *Maryland School Performance Assessment Program

The impacts of the Maryland State Performance Assessment Program (MSPAP) and the Maryland Learning Outcomes (MLOs) on curriculum, classroom instruction and assessment, professional development, and student learning were studied. Data sources were questionnaires completed by principals, mathematics teachers, and students from 90 elementary and middle schools and a review of mathematics classroom instruction, assessment, and test preparation activities. Most principals and teachers indicated that they were moderately or very familiar with the purpose, content, and format of the MSPAP, and most were familiar with the MLOs. Most students, who represented two "on" years (grades 5 and 8) and two "off" years (grades 4 and 7), indicated that they were familiar with the purposes of the MSPAP. The majority of principals and teachers indicated that both mathematics procedural knowledge and problem solving were assessed by the MSPAP to a moderate or great extent, and most felt that the emphasis was appropriate. The majority of teachers (82%) indicated that MSPAP had a moderate or great impact on their classroom activities, and that this impact increased over the years. Most fifth and eighth grade students indicated that the use of MSPAP-like tasks in their instruction helped them answer the MSPAP tasks. Analyses of student performance over time showed significant differences in MSPAP school performance in 1997 and in MSPAP gains from 1993 to 1997. Findings also show that schools for which teachers reported that MSPAP had greater influence on their instruction had greater MSPAP performance gains. Five appendixes contain additional information about MSPAP results. (Contains 80 tables and 28 references.) (SLD)

ED 446 152 TM 031 924

Stone, Clement A.; Lane, Suzanne
The Relationship between Changes in MSPAP School Performance over Time and Teacher, Student, and School Factors.
SPONS. AGENCY- Department of Education, Washington, DC.

also show that many magnet elementary schools do not meet the desegregation goals of the Desegregation Consent decree for CPS. (Contains 42 figures.) (SLD)

ED 446 172 UD 033 800

Capizzano, Jeffrey; Tout, Kathryn; Adams, Gina
Child Care Patterns of School-Age Children with Employed Mothers. Occasional Paper. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Commonwealth Fund, New York, NY.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Fund for New Jersey, East Orange.; Annie E. Casey Foundation, Baltimore, MD.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.
PUB DATE- 00
NOTE- 57p.; Additional support provided by the Stuart Foundation and the Weingart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; Children; *Day Care; Elementary Education; *Employed Women; Mothers; Urban Youth

As part of the Assessing the New Federalism project, this report investigates the different types of child care arrangements, including unsupervised "self-care" that families with working mothers use for their school-age children. The study investigated how child care patterns differ by the age of the child, family income, race and ethnicity, parental time available, whether the mother works traditional versus nontraditional hours, and by state. The report uses data from the 1997 National Survey of America's Families to investigate child care patterns for children aged to 12. Of the nonparental child care arrangements, before- and after-school programs and relatives are the most commonly reported among 6-to 9-year-olds, with 21% of children in this age group in each of these forms of care while the mother is working. Five percent of 6-to-9-year-olds have self-care as their primary child care arrangement while the parent is working, and overall, 10% of children in this age group regularly spend any time in self-care. Like younger children, a significant percentage of 10-to-12-year-olds rely on relatives as the primary caregiver (17%), but smaller percentages of these children are in before- and after-school care. Twenty-four percent of the children in this age group have self-care as their primary form of care while the mother is working, and 35% of children in this age group regularly spend any time in self-care each week. Children from lower income families spend more time in their primary child care arrangement each week. In the younger age group, Black children are more likely to spend time in before- and after-school programs than Hispanic children, but, among 10-to-12-year-olds, White children are twice as likely as Hispanic children and almost three times as likely as Black children to use self-care as the primary form of care. Appendixes contain a discussion of the child care patterns for 5-year-olds and the standard error and sample size tables. (Contains 9 figures, 11 tables, 20 endnotes, and 17 references.) (SLD) did not impede such efforts. District Title I coordinators exerted minimal control over the schools' use of Title I resources. The findings show that if federal policymakers want Title I to play a prominent role in promoting higher standards and improved achievement in secondary schools, they will have to find ways to give the program more leverage in the schools. Implications for federal, state, and local policies are discussed. (Contains 21 references.) (SLD)

ED 446 192   UD 033 821

Hate Behavior and Hate Crimes: What Motivates People To Hate? How Can We Prevent Hate Crimes in Our Schools and Communities? A Town Hall Meeting, Simon Wiesenthal Center, Los Angeles, December 7, 1999 & California State Capitol, February 1, 2000.
PUB DATE- 00
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *High School Students; High Schools; *Legislators; Prevention; *Racial Discrimination; *School Safety; *Violence
IDENTIFIERS- California; *Hate Crime; Town Meetings

The LegiSchool Project of California State University, Sacramento, and the California State Legislature planned two town hall meetings focusing on hate crime for the winter of 1999-2000, one in Los Angeles and one in Sacramento to provide forums in which California's high school students, educators, and legislators can engage in face-to-face dialogue about problems of mutual interest. This guide contains background materials, articles, and critical thinking questions to help participants prepare for the meetings. The resource materials are: (1) "Statement by the President"; (2) "S.622: Hate Crimes Prevention Act of 1999"; (3) "SB 80: Hate Crimes Prevention and Prosecution"; (4) "California's Civil and Criminal Laws Pertaining to Hate Crimes"; (5) "Erasing Hate: A Guide to Civil Rights in Your School"; (6) "A Policymaker's Guide to Hate Crimes"; (7) "Hate Crime in California 1998"; (8) "What Makes a Crime Front-Page News?"; (9) "Wiping Out Hate in U.S.: Change Must Begin Community by Community"; (10) "Crimes of Hate"; (11) "Wave of Hate Crimes Reflects a War against Immigrants"; (12) "If We Respond to Hate Groups with Hate: Silenced, They May Be More Dangerous"; (13) "Arson Hits 3 Synagogues in Sacramento Area"; (14) "Charges Filed in Slaying of Gay Couple"; (15) "A Skinhead's Story: An Interview with a Former Racist"; (16) "Resisting Arrest: Racist Resistance Records Isn't Slowing Down"; (17) "Activism vs Hacktivism: HateWatch Condemns Hacking Hate Sites"; (18) "Violence, Hate and Youth"; (19) "Freedom of Hate Speech: Good or Bad, the Internet Is an Open Forum"; (20) "Net Spreads Hate, but Also Fights It"; (21) "National Anti-Violence Coalition Urges House To Pass Hate Crimes Protection Act"; (22) "Taking Hate Groups to Court"; (23) "Fighting Hate across the Nation"; (24) "Hate Crime Laws in the United States July 1999"; (25) "Intelligence Project: Active Hate Groups in the U.S. in 1998"; (26) "Hate Behavior Pyramid"; (27) "No Hate Resource Site: Response to Hate Crimes in the Miami University Community"; (28) "Ten Hate Violence Prevention Resources and Publications on the Web"; (29) "Somewhere in America"; (30) "Ten Ways To Fight Hate"; and (31) "Prejudice: 101 Ways You Can Beat It!." (SLD)

ED 446 193   UD 033 824

of library clientele, identify areas of strength, and establish goals for the future. Comments of the faculty are reported related to staff, materials, computers, facilities, and photocopiers and microfilm/microfiche reader printers. Student comments are summarized related to personnel, materials, climate, computers, hours, noise, copiers, and policies and organization. Follow-up actions are described, including a recent renovation of the library. Appendices include data tables and copies of the student and faculty surveys. Contains 10 references. (MES)

ED 445 688 IR 057 900

Blixrud, Julia C., Comp.
The M.L.S. Hiring Requirement. SPEC Kit 257.
PUB DATE- 00
NOTE- 129p.; SPEC Flyer not included. Published six times per year.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Employment Qualifications; Higher Education; *Librarians; Library Education; *Library Science; Library Surveys; *Masters Degrees; *Personnel Selection; Promotion (Occupational); Questionnaires; *Research Libraries; Tenure
IDENTIFIERS- Association of Research Libraries; Web Sites

This survey of ARL (Association of Research Libraries) libraries was conducted in 1999 to determine whether findings of a 1994 survey that examined if research libraries were hiring non-M.L.S. (Master of Library Science) degreed applicants into professional positions had changed. Results revealed that, of the 111 ARL members responding, 73 libraries do require an M.L.S. or equivalent library degree for all librarian positions. This document includes survey results and selected documents addressing institutional policies and procedures for the hiring and appointment process from Brigham Young University (Utah), the University of Delaware, the University of Saskatchewan, and the University of Utah, as well as promotion and tenure criteria from Pennsylvania State University, Purdue University (Indiana), the State University of New York at Albany, Texas A&M University, the University of Utah, and Washington State University. Selected resources are listed, including 25 books and journal articles and 31 World Wide Web sites. (MES)

ED 445 689 IR 057 901

Certification Manual for Wisconsin Public Library Directors.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Certification; *Librarians; Library Administration; *Library Directors; Professional Continuing Education; *Public Libraries; State Legislation
IDENTIFIERS- Wisconsin

This manual is intended to serve as a guide for public library directors and boards of trustees in meeting the requirements of

Education; State Colleges; *Student Educational Objectives;
*Transfer Rates (College); *Transfer Students
IDENTIFIERS- *Prince Georges Community College MD

Presents data about Prince George's Community College (PGCC) students' transfer behavior derived from the National Student Loan Clearinghouse's (NSLC) TransferTrack program. Compares these to the results of PGCC transfer rate using Maryland Higher Education Commission (MHEC) data for all 1990-1998 full-time, first-time fall entrants. Using both MHEC and NSLC data, the summary transfer rate for all full-time 1990-1998 cohort members was 23%, almost 80% higher than the 15% transfer rate calculated by using the MHEC data alone. The rate boost from adding NSLC data was even greater when focusing on the cohort for which MHEC and NSLC transfer tracking was most complete. By the fourth year of enrollment, 25% of full-time, first-time students entering in fall 1995 managed to transfer to other postsecondary schools, almost double that of the original MHEC figure of 14%. The single largest category of newly discovered transfers were those who left PGCC for Maryland public four-year schools but were accredited with fewer than 12 PGCC credit hours by their transfer institutions. PGCC transference proved to be mainly a local matter: six out of ten students moved to schools within the Greater Washington region and four in five to schools within Maryland. Out-of-state transfer was taken by 17% of students who left for other schools. (VWC)

ED 445 710 JC 000 642

Phoenix College Institutional Effectiveness, 1999-2000.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- Annual Reports; Community Colleges; Educational
Improvement; *Educational Objectives; *Educational Planning;
*School Effectiveness; Two Year Colleges
IDENTIFIERS- *Phoenix College AZ

This report presents Phoenix College's (PC's) 1999-2000 institutional effectiveness annual report. The 1998-99 academic year was most notable for an important upswing in enrollment, the opening of the Fannin Library, and a continued increase in the diversity of students. Enrollment increases were noted in both fall and spring semesters, with a year-end full-time student enrollment of 5822 (a 4.1% increase over 1997-98). Strong efforts from many college departments toward retention and customer service, along with ongoing curricular revision, were important factors in this increase. The Family Care Center opened and some classroom and administrative spaces were improved. The diversity of the student population is becoming a key characteristic of Phoenix College life. Technology planning and implementation continue to be important challenges for PC, as does the maintenance of stable or increased enrollment. This report also outlines the 1999-2000 college objectives for: institutional effectiveness/process improvement, which will emphasize outreach/enrollment/recruitment/marketing, long-range planning, staff development, budget process, room and class scheduling, and recruitment of diverse faculty and staff; assessment; technology; and campus climate. Included in the appendices of this report are PC's mission and institutional goals (rev. 1999) and Maricopa Community College District's governing board goals (rev. July 1999). (VWC)

DESCRIPTORS- Community Colleges; *Educational Finance; Financial Support; Institutional Characteristics; *Institutional Mission; Organizational Objectives; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Dalton State College GA; *Performance Indicators

This strategic planning document prepared by the Office of Institutional Research and Planning at Dalton State College (DSC) identifies significant demographic, economic, educational, political, social and technological trends, issues, and priorities impacting institutional planning for 2000-2003. The report describes institutional mission and core purposes as well as 39 key performance indicators (such as student diversity, retention rate, demonstration of general education functional skills, and job placement rates of graduates), used to measure institutional outcomes. The report concludes that DSC should: (1) expect more minority, part-time and/or older students; (2) expand academic advising, counseling and referral services; (3) respond to increasing demand for distance education; (4) develop more extensive continuing education and/or technical programs; (5) expand its bachelor degree programs; (6) develop alternate revenue sources; and (7) document outcomes to meet increasing demands of performance-based funding. Current strengths, weaknesses and opportunities of DSC are briefly summarized, together with a list of strategic emerging issues affecting institutional planning. Report concludes with selected facts and figures relating to demographic and economic issues as well as a listing of skills and competencies increasingly required by employers, together with estimated average salaries for new college graduates in 1998-98. Contains 99 references. (PGS)

ED 445 731 JC 000 667

Salt Lake Community College 1999 Report Card.
PUB DATE- 99
NOTE- 33p.; Report completed under the direction of Richard M. Rhodes.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Community Colleges; Educational Assessment; Evaluation Methods; *Institutional Evaluation; Participant Satisfaction; *Student Attitudes; Two Year Colleges
IDENTIFIERS- *Performance Indicators; *Salt Lake Community College UT

This document is an institutional self-assessment report by Salt Lake Community College (SLCC) for 1999. Performance indicators chosen to gauge the relative success of SLCC in achieving its mission, values and goals include: (1) participation rate by students who are minorities; (2) participation rate by students with disabilities; (3) new student assessment of programs and services; (4) success rates of developmental education students; (5) student ratings of instruction and classes; (6) student satisfaction with other programs and services; (7) graduating student assessment of programs and services; (8) graduating student assessment of their overall college experience; (8) licensure and certification exam success rates; (9) certificates and degrees granted; (10) graduation rate; and (11) economic impact of the college on its community. Also included were a listing of 11 community involvement centers or programs, a listing of student, faculty and staff awards for excellence, and 20 other institutional programs benefiting the report's purpose; (2) background; (3) guiding principles for the development of a competitive grant award process, state workforce development plan, and public information and outreach strategies; (4) expected outcomes of the integrated state workforce development plan, regional collaboratives, and public information and outreach effort; (5) identification of fund sources that will be used in year one to fund the regional collaboratives; (6) description of how the partner agencies may modify or terminate this Memorandum of Understanding; (7) description of the workplan and consensus building process; and (8) a summary. (VWC)

ED 445 751   JC 000 688

The PVCC Strategic Plan.
PUB DATE- 00
NOTE- 35p.; Produced by the Piedmont Virginia Community College Planning and Budgeting Council.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; Community Colleges; *Educational Finance; Educational Planning; *Organizational Objectives; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Piedmont Virginia Community College

Presents Piedmont Virginia Community College's (PVCC's) strategic plan. Contains the following chapters: (1) introduction; (2) statement of mission; (3) summary of the college's strategic initiatives: funding, organization, faculty and staff, curriculum and instruction, enrollment management, students and student services, facilities, technology, K-12 partnerships, and arts programming and the Dickinson building; (4) appendix 1: Planning & Budgeting Council members; (5) appendix 2: summaries of the strengths (such as reputation and image in the community, strong faculty, relationship with the University of Virginia (UVa), and college transfer program), weaknesses (such as lack of funds for non-personnel services and strategic initiatives, quantity of distance learning and lack of support staff in technology and distance learning, not taking advantage of technology to better serve students, and aging faculty), opportunities (such as distance learning, new bachelor of interdisciplinary studies program at UVa, regional workforce development, new facilities, and proximity to and partnership with Monticello High School), and threats (such as distance learning provided by competitors, technical and other training by for-profit providers and competition, and lack of student preparation for college work) of PVCC; (6) appendix 3: functional unit initiative instructions; (7) appendix 4: criteria for prioritizing strategic initiatives; and (8) appendix 5: Planning & Budgeting Council timetable. (VWC)

ED 445 752   JC 000 690

Patz, Penny; Pritchard, William
Proposed Technology Plan for Foothill-De Anza Community College District.
PUB DATE- 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Finance;

Children's Learning and Development"; and (6) "Establishing Reciprocal Relationships with Families."(KB)

ED 445 772 PS 028 384

Terpstra, Linda; van Dijke, Anke
Home-Start between Childhood and Maturity: A Programme Evaluation.
PUB DATE- 99
NOTE- 100p.; Translated by Magna van Soest.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Rearing; Early Experience; *Family Programs; Foreign Countries; Parent Child Relationship; *Preschool Children; Prevention; Program Descriptions; *Program Effectiveness; Program Evaluation; Reliability; *Social Support Groups; Stress Variables
IDENTIFIERS- *Family Support; Netherlands

A crucial question for evaluating nationally or internationally implemented programs is whether local adaptations detract from program quality and effectiveness. An evaluation examined the program successes and challenges encountered in the first 5 years of Home-Start in the Netherlands, a home-based family support program for families with young children intended to prevent everyday problems or stressful circumstances developing into major or long-term problems. Local programs are embedded in a regional and national consultation and support structure. The core of the program involves volunteers, parents themselves, who visit families of young children an average of once a week to provide practical help, friendship, and support. The volunteers are trained by a coordinator, with whom they meet monthly. Eleven projects serving 190 families with 140 volunteers participated in this evaluation. Data were gathered through a variety of methods, including questionnaires, personal and group interviews, and document analysis. Findings were derived for families (including need for support, use of services, and program satisfaction), for volunteers (including training participation, personal program impact, family contacts, and support activities), and the projects (focusing on profiles of projects begun at different phases of the program). It was concluded that Home-Start has proved itself as a practical, feasible method that can be transferred to a variety of communities and that attention must be given to maintaining the integrity of the method in order to guarantee a quality program. (Contains 35 references.) (KB)

ED 445 773 PS 028 551

Walery, Nancy, Ed.; Evinger, Sara, Ed.; Dailey, Lyn, Ed.; Sherman, Marsha, Ed.; Zamani, Rahman, Ed.
Child Care Health Connections, 1999. A Health and Safety Newsletter for California Child Care Professionals.
PUB DATE- 99
NOTE- 70p.; Published bi-monthly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Behavior Problems; Caregiver Child Relationship; Child Development; *Child Health; *Child Safety; *Day Care; Diversity (Student); Elementary Education; Inclusive Schools; Infant Care; *Infants; Mental Health; Newsletters; Preschool Education; Risk Management; School Age Day Care; Toddlers; *Young Children
IDENTIFIERS- California; Parent Caregiver Relationship

child care; (5) child health; (6) education; and (7) children at risk. The report begins with an overview of the data's organization, criteria for data selection, data presentation, and data limitations. Section 2 presents statewide data, including multi-year trend data as available. Section 3 presents state and regional data for eight geographical regions of the state, followed by profiles for each of the state's 53 counties, including multi-year trend data. The final section provides indicator definitions and information on data sources and summarizes North Dakota Kids Count! project activities over the past 6 years. Important findings from the report include increases in foster care placements, number of low birth weight infants, number of mothers receiving inadequate prenatal care, number of children participating in Medicaid, infant mortality rates, special education enrollment, number of seriously emotionally disturbed children, number of child abuse and neglect reports, juvenile arrests for liquor law violations, and out-of-wedlock births to teens. Declines are noted in the number of children eligible for economic assistance programs, the number of licensed child care providers, and school enrollments. (KB)

ED 445 791 PS 028 872

Lowden, Frances Y.
Kindezi: A Distinctively Africentric Perspective on Early Childhood Education.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Afrocentrism; Black Students; *Culturally Relevant Education; *Early Childhood Education; Educational History; *Educational Philosophy; High Risk Students; Play; *Preschool Curriculum; *Young Children
IDENTIFIERS- Africa

This paper examines global approaches to culturally and developmentally appropriate early childhood education, focusing on Kindezi, an Africentric perspective. The paper describes Kindezi as the art of touching, caring for, and protecting children's lives and their environment, based on the Kindezian philosophy that children are a gift of God and thus are highly valued. Other important characteristics of the philosophy are the lack of separations between reality and spirituality, the responsibility of the community to raise children, the expectation that adults will provide for the community's older members, and the responsibility of the elders to transmit the culture. The "ndezi" is defined as one who practices the art of Kindezi in separation from the productive workforce, thereby affording women and men the opportunity to work. The Kindezian early childhood curriculum is described as predating Western curriculum development and as providing the rudimentary theoretical basis for major theorists such as Piaget, Montessori, and Vygotsky. The "sadulu" is described as the practical place of learning for children 2 years and older through activities such as field trips, nature walks, biological experiments, handicrafts, play, and listening to stories and songs of the "ndezi." It is noted that many traditional games and toys of African peoples support young children's cognitive and socioemotional development. The primary difference between the Kindezian curriculum and that of the West is described as the value given to oral literacy sheets, and job descriptions; (3) a list of TALC's workshops and field trips; (4) facilities, advertising, funding, and insurance considerations; (5) sample registration form; and (6) descriptions of other learning centers. The book concludes with a list of organizational and published resources for home-schooling. (KB)

ED 445 809 PS 028 904

Hoover, Nadine C.; Pollard, Norman J.
Initiation Rites in American High Schools: A National Survey. Final Report.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Antisocial Behavior; *Hazing; *High School Students; High Schools; National Surveys; Peer Relationship; Student Attitudes; *Violence
IDENTIFIERS- *Initiation Rites

Noting that high school students are just learning to distinguish between appropriate and inappropriate behavior and that without healthy adult supervision, initiation rites may become hazing incidents, this study surveyed students' experiences with hazing and initiation activities. Participating in the survey were 1,541 students from a random national sample of 20,000 high school students, stratified by juniors and seniors. Ninety percent of the students attended public schools, with 5 percent attending church schools, 5 percent attending other private schools, and 1 percent being home schooled. Eighty-four percent reported average grades of A or B. The survey responses indicated that 91 percent of students belonged to at least one group. Nearly all had experienced positive activities as part of joining these groups. Forty-eight percent of students belonging to groups reported subjection to hazing, with 30 percent performing potentially illegal acts. Both males and females reported high levels of hazing. The lower the student's grade point average, the greater his or her risk of being hazed. Almost every type of high school group, even church groups, had significantly high levels of hazing. Seventy-one percent of hazed students reported negative consequences. Twenty-five percent of hazed students were first hazed before the age of 13. Dangerous hazing activities were as prevalent among high school students as among college athletes. Students did not distinguish "fun" and hazing. Based on findings, it was recommended that students be sent a clear anti-hazing message; that the culture be changed to invest in community, equality, and civility; and that adults learn to pay attention to teens who are excluded. (KB)

ED 445 810 PS 028 905

Peth-Pierce, Robin
A Good Beginning: Sending America's Children to School with the Social and Emotional Competence They Need To Succeed.
PUB DATE- 00
NOTE- 33p.; A publication of the Child Mental Health Foundations and Agencies Network (FAN). Support for this publication was provided in part by the Ewing Marion Kauffman Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)

including child poverty rate, median family income, youth unemployment, children in families receiving TANF, child hunger, child care, and child support; (2) health, including uninsured children, Medi-Cal and Healthy Families enrollment, teen births, smoking, drug use, mental health, prenatal care, and infant mortality; (3) education, including high school dropout rate, reading and math skills, per pupil expenditure, and children in Head Start; and (4) safety, including child abuse and neglect rates, foster care, gun violence, juvenile incarceration, and youth homicide. The data book's introduction details key findings, discusses data interpretation, and makes recommendations for public and private organizations, parents, and local communities. The first part of the data book details findings for each indicator, focusing on national averages and California's state rank, and on trends from the mid- to late-1990s. Racial/ethnic differences in indicators are presented when available. The second part contains summary tables organized by indicator detailing state and county findings. The data book's findings indicate that currently teens are more likely to complete high school, less likely to be unemployed, and less likely to become parents at an early age than were teen several years ago. Compared to teens in other states, California teens are less likely to have health insurance and more likely to be incarcerated. African American and Latino youth experience significantly worse outcomes than other youth on many measures. (KB)

ED 445 828   PS 028 932

Dominguez-Arms, Amy
California: Report Card, 2000: How Young People Are Faring Today.
SPONS. AGENCY- James G. Irvine Foundation, San Francisco, CA.; David and Lucile Packard Foundation, Los Altos, CA.; Ralph M. Parsons Foundation, Los Angeles, CA.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 41p.; For California: State of Our Children, 2000, see PS 028 931. Jessica Reich wrote the program highlights. Also funded by the Atlas Family Foundation, the Clorox Company Foundation, and Gap Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adolescents; *Child Health; Child Safety; Child Welfare; Delinquency; Dropouts; Early Parenthood; Family Income; Foster Care; Health Insurance; Poverty; Racial Differences; *Social Indicators; *Trend Analysis; Unemployment; Weapons; *Well Being
IDENTIFIERS- *California; Ethnic Differences; *Indicators; Sexually Transmitted Diseases

Noting that California is in the middle of a decade during which its adolescent population will increase by 36 percent to nearly 5 million by 2005, this report examines the well-being of California's adolescents. The report's introduction notes that although California youth are more likely to complete high school, less likely to be unemployed, and less likely to become parents at an early age than were teens several years ago, they are worse off in comparison to teens in other states. Further, disparities in well-being between African American and Latino youth and others remain. The introduction also notes that although substantial new resources have been dedicated to education, many citizens are endorsing a highly punitive approach with youth, rather than strengthening preventive

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Reading; *Elementary School Students; *Intergenerational Programs; Language Arts; Mentors; *Older Adults; Primary Education; *Program Development; *Reading Programs; Role Models; Rural Schools; School Community Relationship; *Volunteers
IDENTIFIERS- *New York

The New York State Rural Education Advisory Committee conducted an intergenerational project in which rural schools and agencies/facilities serving older persons were brought together to help young children build the reading skills necessary for academic success. Intergenerational programs such as this can help schools reach higher standards while providing meaningful volunteer activities for older persons. This manual aims to assist other schools in creating similar programs. Chapters explain what intergenerational programs are; the importance of focusing on young children and reading; how senior volunteers help support reading in the classroom; other ways intergenerational programs can help students; what teachers can expect from senior volunteers; what senior volunteers can expect from a school and in a classroom; how schools can begin one of these programs; the importance of training and orientation activities; how the program can grow and develop; the resources needed; special issues that may arise; and where to get more information. Appendices present profiles of 23 promising rural programs with contact information, program materials, orientation materials, and 20 selected resources. (TD)

ED 445 847 RC 022 598

Beeson, Elizabeth; Strange, Marty
Why Rural Matters: The Need for Every State To Take Action on Rural Education.
PUB DATE- 00
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Disadvantaged Youth; Elementary Secondary Education; *High Risk Students; Minority Groups; *Poverty; *Public Policy; *Rural Education; *Rural Schools; School Demography; Teacher Salaries; Teacher Student Ratio
IDENTIFIERS- *Educational Indicators

This study describes the importance of rural education in each of the 50 states, and suggests the urgency with which state policymakers should address the needs of rural schools and communities. The study compared states on two gauges of concern for their rural schools and communities. The rural importance gauge examines how important it is to the overall educational performance of each state to explicitly address the particular needs of its rural schools. Eight indicators of the scale, proportion, and challenge of rural education in the state are considered. The rural urgency gauge examines how urgent it is in each state that policymakers develop explicit rural education policies, given conditions in the state's rural schools and communities. Eleven indicators are used to quantify the need for concern, some of which compare the state's rural and nonrural schools. States were ranked and placed into quartiles along a spectrum ranging from "useful" to "crucial" on the importance gauge, and from "fair" to "urgent" on the

NOTE- 13p.; Paper presented at the Athabaskan Language Conference (Albuquerque, NM, 1999). In: Learn in Beauty: Indigenous Education for a New Century; see RC 022 648.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *Bilingual Education Programs; *Bilingual Teachers; Culturally Relevant Education; Higher Education; Native Language Instruction; *Navajo (Nation); Primary Education; *Teacher Attitudes; *Teacher Education
IDENTIFIERS- *Two Way Bilingual Education

This paper describes the Chinle Primary School Dual Language Project in terms of both the activities of the project and the attitudes and aspirations of its bilingual teachers. Chinle Unified School District (Arizona) enrolls over 4,000 students in 7 schools; 99 percent are American Indians, and 62 percent are considered limited English proficient (LEP). In 1997, Chinle Primary School implemented dual language classrooms in which half of students were Navajo-dominant and LEP and the other half were English-proficient. Elements of the program include certified bilingual Navajo teachers, summer camp and other community-based learning activities, and development of a culturally relevant mathematics curriculum. During an inservice program, the bilingual teachers reflected on their roles as learners and teachers. Common themes in their writings included early negative experiences in school where the Navajo language was suppressed, early experiences of learning Navajo in community settings, their ongoing efforts to gain proficiency in oral and written Navajo, classroom links between language and culture, and their various classroom strategies. The learning experiences and teaching strategies of one dual-language teacher are discussed in detail. (SV)

ED 445 866 RC 022 651

Fillerup, Michael
Racing against Time: A Report on the Leupp Navajo Immersion Project.
PUB DATE- 00
NOTE- 15p.; In: Learn in Beauty: Indigenous Education for a New Century; see RC 022 648.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Culture; *American Indian Education; Bilingual Education; *Culturally Relevant Education; Elementary Education; *Immersion Programs; Language Maintenance; *Native Language Instruction; Navajo; *Navajo (Nation); *Program Development

This paper describes a federally funded language preservation program at Leupp Public School, part of Flagstaff (Arizona) Unified School District but located on the Navajo Reservation. Funded in 1997 for 5 years, this schoolwide project is designed to help elementary students become proficient speakers, readers, and writers of Navajo while enhancing their English language skills and preparing them to meet state academic standards. The program combines Navajo immersion with English-as-a-second-language inclusion, literacy initiatives, sheltered English/Navajo, parental involvement, and take-home

Science, Parents, Activities, and Literature: Overview, Results, and Reflections.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Instructional Effectiveness; Knowledge Base for Teaching; *Parent Attitudes; *Pedagogical Content Knowledge; Program Evaluation; *Science Activities; *Student Attitudes; *Teacher Improvement

This study examined elementary school students', parents', and teachers' reactions to instruction implemented by teachers participating in a special professional development program called Science: Parents, Activities and Literature (Science PALs). Specifically, this paper focuses on students' perceptions of their science instruction and attitudes toward science learning, and parents' and teachers' perceptions about science instruction as a function of their experience with an interactive-constructivist teaching approach designed to focus on student ideas, utilization of literature connections, and incorporation of parents as partners. Findings indicate that the Science PALs project successfully improved teachers' content-pedagogical knowledge in specific science units, pedagogical skills and attitudes toward teaching science, increased parental involvement and support of elementary school science, and developed a cadre of leaders and a district-wide infrastructure to support elementary school science. (Contains 23 references.) (WRM)

ED 445 886 SE 063 691

Science Literacy for ALL Students: The Rhode Island Science Framework.
SPONS. AGENCY- Department of Education, Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 95
NOTE- 337p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Academic Standards; *Educational Change; Educational Research; Elementary Secondary Education; *Evaluation; Inclusive Schools; *Science Curriculum; Science Education; *Scientific Literacy; *State Curriculum Guides; Teaching Methods
IDENTIFIERS- *Rhode Island

The Rhode Island Science Framework presents a rationale for the importance of science within the K-12 school curriculum; suggests ways in which science teaching and learning can be supported by the larger system; addresses issues related to science content, assessment of science learning, evaluation of a school's or district's science program; and provides resources for information and technical assistance. The science framework links directly to and expands upon the state's Common Core of Learning as it relates to science education. The contents of this report include descriptions of the Common Core of Learning and the Science Framework; explanations of the philosophy of and definitions for the Science Framework; a list of selected Benchmarks; discussion of insights from research

NOTE- 14p.; Paper presented at the Annual Meeting of the
Association of Mathematics Teacher Educators (Chicago, IL,
January 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Higher Education; *Knowledge
Base for Teaching; *Mathematics Education; *Number Concepts;
Preservice Teacher Education; Preservice Teachers

This discussion focuses upon potential implications of research conducted on preservice teachers' understanding of introductory topics from elementary number theory. Comments interlace three levels of consideration and recapitulate what is striking as some of the most interesting and important findings raised in the presentations, and flesh out some of the theoretical presuppositions underlying these findings. The potential of these findings with respect to practical classroom applications is also discussed. Finally, consideration is given as to why these kinds of phenomena are observed, what may be responsible for their emergence, and what might be done differently in elementary mathematics teacher education. (Contains 14 references.) (Author/ASK)

ED 445 910 SE 063 976

Ziebarth, Steven W.; Slezak, Judy; Lagrange, Dave; Kleinfelter, Natalie
Teaching a Reformed High School Mathematics Curriculum: Inservice and Preservice Perspectives.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the
Association of Mathematics Teacher Educators (Washington, DC,
February 14-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- High Schools; Mathematics Curriculum; *Mathematics
Instruction; *Student Teachers; *Teaching Methods
IDENTIFIERS- Core Plus Mathematics Project

This paper presents four different perspectives on the numerous changes associated with the implementation of Core-Plus Mathematics Project (CPMP), that of the university mathematics educator, two experience levels of practicing classroom teacher (both field-test teachers for CPMP), and the "student" teacher. Differences between teaching CPMP compared to more traditional mathematics courses are outlined, areas in which veteran and "student" teachers need additional education and training are suggested, potential shortcomings in current university mathematics and methods courses are highlighted, and teachers' own roles in the curriculum research and development process are discussed. A synopsis of each of these perspectives is presented. A discussion of implementation issues associated with similar projects and dilemmas faced by university educators in organizing content for methods courses and meaningful field experiences for their student teachers is also presented. (ASK)

ED 445 911 SE 063 986

Kokol-Voljc, Vlasta
Exam Questions When Using CAS for School Mathematics Teaching.
PUB DATE- 99
NOTE- 13p.; Paper presented at the T3 World-Wide Conference

and animation to help students learning by themselves the concept of Stress Distribution in Soils. After that, an experimental application of this software to five Universities in Santa Catarina is presented. Following, some advantages and disadvantages of this computer based learning tool are commented. Finally, some conclusions are drawn placing emphasis in the change of the professor-students relationship that will occur in the years to come. (Author)

ED 445 935   SE 064 189

Thorson, Annette, Ed.
Making Schools Work for Every Child.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 85p.; Theme Issue. Colored photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational Resources; Educational Technology; Elementary Secondary Education; *Equal Education; *Mathematics Education; *Science Education; Sex Differences

This issue of "ENC Focus" explores educational equity. Featured articles provide many perspectives on gender equity, multidimensional classrooms, technology, and special needs students. Articles include: (1) "Editorial: Educational Equity--A Moving Target" (Annette Thorson); (2) "Thinking of Each and Every One" (Francena Cummings); (3) "Teacher Fellowships Close the Gender Gap" (Janalee Jordan-Meldrum and Tina L. Coplan); (4) "CyberSisters Jumpstart Girls' Interest in Math, Science, and Technology" (Cerise Roth-Vinson); (5) "Equity in the Standards-Based Elementary Mathematics Classroom" (Christina Perez); (6) "Teaching in the Language of the Lockup" (Don Deresz); (7) "An Equity Dilemma--Teaching Gifted and Talented Students" (Gay Gordon); (8) "Serving the Underserved in Elementary Science" (Barbara Sprung and Merle Froschl); (9) "Making Technology Work for Every Child" (Patricia Hosken); (10) "Special Science Teams Focus on Abilities Rather Than Disabilities" (Sami Kahn); (11) "Teaching in an Equitable--and Safe--Science Laboratory" (Malcom S. Cheney and Kenneth R. Roy); (12) "The Search for Bias-Free Educational Software" (Carolyn Sue Gardiner); (13) "A Handful, Plus One, of Habitats: Now I Remember!" (Carolyn Cannon Jenkins and Mary M. Banbury); (14) "Student Grouping That Enhances Learning--and Equity" (Hollee Freeman); and (15) "Proyecto Futuro Brings Science to Bilingual Schools" (Madeleine Correa Zeigler). Educational news, editorials, essays, classroom stories, columns on topics of interest to classroom innovators, and an extensive annotated list of assessment resources are also included. (ASK)

ED 445 936   SE 064 191

Stepanek, Jennifer
Mathematics and Science Classrooms: Building a Community of Learners. It's Just Good Teaching.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

This collection of Proceedings of the Annual International Congress on Challenges to Education consists of four separate issues: 1995, 1996, 1997, and 1998. The 1995 Proceedings contains abstracts for 69 papers grouped under Literacy; Correctional Education; Multicultural and Issues of Diversity; Tolerance; Technology; Higher Education; Environmental Education; School Reform; and Special Education. The 1996 Proceedings contains abstracts for 54 papers grouped under Literacy; Economics; Correctional Education; Special Education; Multicultural and Issues of Diversity; Technology; Higher Education/Alternative Education; and Environmental Educator. The 1997 Proceedings contains abstracts for 46 papers grouped under Literacy; Correctional Education; Multicultural, Issues of Diversity, ant Tolerance; Technology/Distance Learning; Current Educational Issues/Adult Learners; Environmental Education; Social Studies; Economics; and Special Education. The 1998 Proceedings contains abstracts for 20 papers grouped under Literacy; Quality of Life; Values in Education/School Reform; Tolerance; Ethnicity, Race and Religion; Technology; Environmental Education; Continuing Higher Education; Individuals with Disabilities; and Other. (BT)

ED 445 957   SO 031 281

John Brown's Raid: Park VideoPack for Home and Classroom.
PUB DATE- 91
NOTE- 114p.; Accompanying video not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060),Non-print Media (100)
DESCRIPTORS- *Civil War (United States); Curriculum Enrichment; Heritage Education; Historic Sites; Primary Sources; Secondary Education; *Slavery; Social Studies; Thematic Approach; *United States History
IDENTIFIERS- *Brown (John); United States (South); West Virginia; *West Virginia (Harpers Ferry)

This video pack is intended for parents, teachers, librarians, students, and travelers interested in learning about national parklands and how they relate to the nation's natural and cultural heritage. The video pack includes a VHS video cassette on Harpers Ferry National Historical Park, an illustrated handbook with historical information on Harpers Ferry, and a study guide linking these materials. The video in this pack, "To Do Battle in the Land," documents John Brown's 1859 attempt to end slavery in the South by attacking the United States Armory at Harpers Ferry, Virginia (now West Virginia). The 27-minute video sets the scene for the raid that intensified national debate over the slavery issue. The accompanying handbook, "John Brown's Raid," gives a detailed account of the insurrection and subsequent trial that electrified the nation and brought it closer to civil war. The 76-page handbook is profusely illustrated with historic photographs and engravings. The study guide complements both the video and the handbook and can help teachers prepare students to understand John Brown's Raid through a series of thematic lessons and activities. It can also be used to lay the groundwork for a visit to Harpers Ferry National Historical Park. (BT)

ED 445 958   SO 031 377

Research Agenda for Music Education: Thinking Ahead.
PUB DATE- 98

introduction to the concept of culture--an understanding of culture is necessary before students can understand artworlds, the key concept of this curriculum resource. The unit's second lesson, "Places in the LA Artworld," the key lesson in this unit, introduces and illustrates the defining characteristics of an artworld. The lesson has students make an artworld bulletin board. The unit's third lesson, "Cruising the LA Artworld," asks students to apply their understanding of the defining characteristics of artworlds from the "Places in the LA Artworld" lesson to their analysis of art-related Web sites on LA Culture Net and beyond. The unit's fourth lesson, "Using and Understanding Art from Other Artworlds," helps students seek ideas for their own art making by looking at artworks from other cultures. This lesson helps students understand that objects called "art" in Euro-American cultures may have very different meanings and functions in the artworlds of other cultures. (BT)

ED 445 981   SO 031 954

Chen, Li-Tsu
Cultural Practices in Making of Installation Art: A New Perspective to Preparing Future Art Teachers.
PUB DATE- 99
NOTE- 7p.; Paper presented at the World Congress of the International Society for Education through Art (30th, Brisbane, Australia, September 21-26, 1999). Funded by the Australia Council for the Arts.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; Art Teachers; Creative Teaching; *Cultural Context; *Curriculum Development; Developing Nations; Foreign Countries; *Handicrafts; Models; *Preservice Teachers; Program Descriptions; Sociocultural Patterns
IDENTIFIERS- *Taiwan; Visual Communication

In Taiwan, traditional pedagogy and technique-oriented teaching methods have become too outdated to enable students to fight with a society full of complicated and confusing socio-cultural phenomena. An art education curriculum change is needed, and innovative art programs should be developed with careful consideration of the socio-cultural environment. After exploring the cultural and educational implications in installation art, this paper proposes a model of a creative art program by integrating installation art with craft-making classes for art teachers. The paper contends that the craft-making class could be integrated with learning installation art as a more updated, innovative form of promoting visual communication, personal expression, and socio-cultural commentary. An art program was designed to serve 240 preservice teachers who took an arts and crafts courses, the fourfold goal of which stressed: (1) introducing students to multiple aspects of installation art; (2) sharpening students' thinking about themselves; (3) developing their sensitivity and flexibility toward creative art teaching; and (4) bridging students' social lives with art experience. It implemented through strategies of creative art teaching such as looking-and-talking-about art, questioning-and-answering, team work, group discussion, and Six-W reflective thinking. Contains a diagram with an overview of the flexible structure of the program and 7 references. (BT)

*Visual Arts

The papers gathered in this volume were presented at the 1996 meeting of the American Educational Research Association, mostly at programs of the Arts and Learning Special Interest Group. Papers in the volume focus on research in the arts in the areas of profiles of learning and assessment (section 1), community-based art education (section 2), and semiotics and arts education (section 3). Following a preface/introduction, section 1 papers are: "Primary, Elementary, and Secondary Art Students' Cognitive Functioning: A Norm-Reference Pilot Study" (C. Stavropoulos); "Aesthetic Orientation of Academic Honors Students: Aspects of a Three Year Longitudinal Evaluation Study" (R. M. Diket); "Incorporating Art Criticism into the Studio Curriculum: Assessing Understandings" (G. Short); and "Deepening Art Understandings through Supplemental Use of Interactive Multimedia" (N. Cason). Section 2 papers are: "ArtWORKS: School-to-Work Transitions through the Arts" (J. D. Betts); "Success in Education: Creating a Community of Learners through the Arts" (J. S. Bray; P. Pinciotti); and "The Effects of Special Training and Field Experiences upon Preservice Teachers' Level of Comfort with Multicultural Music Teaching Situations" (N. Barry). Section 3 papers are: "Where Is the Fit for Art Education Research in Semiotics?" (R. M. Diket); "Snapshots of Happy Childhood" (P. Duncum); "Aesthetics and Proxemics: Semiotic Understanding of Personal Space" (K. Grauer); "It's about Time We Noticed Time" (R. Irwin); "Making Collages, Reading Cultures: A Place between Phenomenology and Structuralism" (C. S. Jeffers); "Young Children, Semiotics, and Art Education" (S. Myers); "Reflecting on Sign Systems in Postmodern Visual Culture" (M. Koos; D. Smith-Shank); "The Semiotic Analysis of 'The AIDS Timeline'" (M. Wyrick); and "Conclusion: Semiotic Activism" (D. Smith-Shank). (BT)

ED 446 004 SO 032 152

Klein, Sheri R., Ed.; Jeffers, Carol S., Ed.
Arts and Learning Research, 1997-1998. The Journal of the Arts and Learning Special Interest Group of the American Educational Research Association (Chicago, Illinois, March 1997).
PUB DATE- 98
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- *Art Education; Elementary Secondary Education; *Semiotics; Teacher Education; *Theater Arts; *Visual Arts; World Wide Web
IDENTIFIERS- Art Museums; *Learning Environments; *Space (Visual Arts); Vygotsky (Lev S)

This volume contains papers presented at the 1997 meeting of the American Educational Research Association; many were presented as part of Arts and Learning programs. The papers gathered in the volume explore in a variety of ways the notions of space: artistic, cultural, domestic, personal, political, public, private, and virtual and how spaces may be viewed as a text for teaching and learning. Following a message from the Chair (L. A. Kantner) and a preface/introduction (S. R. Klein), the volume begins with these papers: "Experiencing Art, Self, and Others through Metaphor: Implications for Teacher Education" (C. S. Jeffers); and "Electronic Learning Communities and Art Education" (D. Krug). A section titled "The Semiotics of Space," organized by D. Smith-Shank, contains these papers: "Postmodern Museum Space" (R. M. Diket); "From Place to Space, educators to think more precisely about what it means to teach and test for critical thinking. Bloom's Taxonomy includes six knowledge levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. This survey paper presents each level along with sample test items and general guidelines for writing test questions. Cites 10 resources. (Author/BB)

ED 446 026 SO 032 237

Bennett, Pamela J., Ed.
Introducing Indiana: Past and Present.
PUB DATE- 98
NOTE- 18p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area Studies; Community Characteristics; Elementary Secondary Education; Heritage Education; Local History; Social Studies; *State History; Student Research
IDENTIFIERS- *Indiana

This magazine provides resources and models for the study of Indiana state and local history to encourage students to know more about the history of their communities and the state of Indiana. It is aimed at readers of all ages. The topics featured in this issue are: land, people, governance, emblems, heritage, commerce and industry, and transportation. Provides detailed maps and charts. Cites 27 resources. (BB)

ED 446 027 SO 032 259

Leiterman, Hannah
Youth Summits: Law-Related Education for Violence Prevention. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adolescents; Citizenship Education; Delinquency; *Law Related Education; *Prevention; Secondary Education; Social Studies; *Violence; Workshops; *Youth Programs
IDENTIFIERS- ERIC Digests

The youth summit, which engages adolescent students, public officials, and lawyers in discourse and deliberation about critical social problems and legal issues, is becoming a popular method of law-related education. This Digest discusses (1) the youth summit concept in law-related education; (2) examples of youth summits across the United States; (3) support for youth summits by organizations of lawyers and educators; (4) best practices for youth summits; and (5) resources for youth summits. (Author/BB)

ED 446 028 SP 039 345

Boe, Erling E.; Barkanic, Gema

Enrollment Trends; *Faculty Mobility; Personnel Selection; Public Schools; School Districts; State Government; *Teacher Supply and Demand; Teaching (Occupation)
IDENTIFIERS- Connecticut; State Policy

This paper examines the issues underlying teacher supply and demand as they apply to Connecticut public schools. The first section, "Refining the Model for Estimating State-Level Public School Educator Demand," looks at: the demand model; enrollment projections; teacher attrition; unfilled positions; migration between assignment areas and districts; differences in the proportion of part-time to full-time educators in the newly hired and continuing educator pools across assignment areas; state-level hiring responsiveness to changes in elementary, middle, and high school enrollments; district and state policy initiatives; and the demand projections for educators through 2003. Section 2, "Estimating Educator Supply: Confronting an Imperfect Science," discusses: sources of Connecticut's new hires: 1993-98; 1998 newly hired educator's survey: what was learned about new hires' search for public school positions; first certificates awarded annually: Connecticut's new educator supply source; the depth of Connecticut's educator reserve pool; new flow into the reserve pool; and supply pool concerns. Section 3, "State Policy Interventions and District Hiring Practices to Mediate Educator Shortages," presents five recommendations for recruiting and retaining well-qualified educators for Connecticut public schools. (Contains 22 references.) (SM)

ED 446 047   SP 039 478

Pisha, Bart; Brady, Mary
Deeper than Blueberries: A Reciprocal Teaching Method Approach to Narrative Text in an Electronically Supported Learning Environment.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Produced by CAST, Inc.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Uses in Education; Elementary Education; *Learning Disabilities; Program Evaluation; *Reading Comprehension; *Reading Difficulties; Reading Instruction; Reading Skills; Teaching Methods

This paper describes a five-phase, 20-week, computer supported reading comprehension instruction process, which begins with access to powerful supports and direct teacher-mediated instruction. The process involves five phases: (1) fully supported reading and strategy instruction; (2) strategy practice in a fully supported reading environment with teacher review of generated comprehension strategy questions; (3) independent strategy practice in a partially supported environment with teacher review of generated comprehension strategy questions; (4) strategy practice in a partially supported environment with peer review of generated comprehension strategy questions; and (5) generalization to a paper-based text in a partially supported environment with teacher and group review of generated comprehension strategy questions. Several elements are common to all phases: all instruction occurs within the context of a resource room or separate classroom for students with learning disabilities;

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; *Consciousness Raising; *Critical Thinking; Cultural Pluralism; Diversity (Student); Educational Research; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Professional Development Schools; *Reflective Teaching; Self Evaluation (Individuals); Student Development; Student Teacher Attitudes; Student Teachers
IDENTIFIERS- *Reflective Thinking; *Self Reflection

This paper documents one university's use of action research to encourage preservice teachers' ongoing critical reflection as they negotiated diversity and community in their classrooms. Several supervisors developed a self-study research plan, meeting over 1 year to study several strategies for engaging preservice teachers in critical reflection. Preservice teachers were required to participate in a community project that was a natural extension of student teaching. Data were collected from meeting notes, journal entries, sharing sessions, interviews, supervisory journal entries, feedback cards from peers, and final reports. Researchers analyzed the impact of action research participation on student teachers' critically reflective practice and understanding of external communities. As participants examined more closely their students and classrooms, they began critically viewing their situations and dealing constructively with their concerns, considering them as possible action research topics. Student teachers discussed their action research questions and strategies in class, then designed their investigations, which examined the effects of particular teaching practices on certain students. In weekly seminars, they shared their strategies and challenges. As students changed classroom placements each semester, their action research changed focus. Students came to a greater understanding of their classroom community by participating in the project. They learned to view teaching itself as a form of inquiry or experimentation. (Contains 52 references.) (SM)

ED 446 068 SP 039 504

Dinham, Steve; Scott, Catherine
Teachers' Work and the Growing Influence of Societal Expectations and Pressures.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrators; Elementary Secondary Education; Foreign Countries; Job Satisfaction; *Teacher Attitudes; Teacher Motivation; Teachers; *Teaching (Occupation)
IDENTIFIERS- Australia; England; New Zealand

This paper outlines contexts, features, and trends of contemporary educational environments and educational change, describing findings from an international study that explored, benchmarked, and compared teacher and administrator career satisfaction, motivation, and mental health. The Teacher 2000 Project identified sources and strength of factors contributing to teacher satisfaction/dissatisfaction in England, Australia, New Zealand, and United States, distinguishing general patterns in teacher and administrator satisfaction, motivation, and health from contextual factors in each country. In 1990, former

Teachers; Classroom Techniques; Discipline; Elementary Secondary Education; *Help Seeking; Mentors; Planning; *Problem Solving; Student Behavior; Teacher Competencies; Teacher Effectiveness; Teacher Student Relationship; Time Management

This study investigated how unprepared beginning teachers engaged in problem solving within the context of a community of practice, examining how they: defined and perceived classroom problems; negotiated the meaning of problems; and viewed the mentor teacher's role. Twelve alternatively certified beginning teachers participated. Each completed an initial descriptive interview, bi-weekly interviews, and an exit interview. They completed 15 weekly questionnaires, which had them describe: the three most important problems faced that week, who they sought advice from, and what action they ultimately took. Each participant's classroom teaching was observed six times. Participants' problems related to interpersonal relationships, school-related business/routines, classroom management, behavior management, time management, curriculum planning, and instruction delivery. Teachers turned to mentors or a variety of other people for assistance, particularly to other new teachers. Comparison of observed and perceived problems indicated that those who perceived the fewest problems had the most significant problems in teaching, and vice versa. When problems with interpersonal relationships dominated teachers' lives, their teaching effectiveness declined. All respondents expressed the need to be considered an accepted member of the school community, describing how membership influenced decisions that affected problems within and outside of the classroom. (Contains 31 references.) (SM)

ED 446 088   SP 039 533

Escobar-Ortloff, Luz Marina; Ortloff, Warren G.
Differences in Social and Moral Hierarchical Values among American Preservice Teachers and Professors.
PUB DATE- 00
NOTE- 9p.; Paper presented at the Annual Meeting of the Society for the Philosophy and History of Education (Biloxi, MS, September 30, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Elementary Secondary Education; Foreign Countries; Higher Education; *Moral Values; Preservice Teacher Education; *Social Values; Student Teacher Attitudes; *Student Teachers; Teacher Influence
IDENTIFIERS- Colombia

This paper shares reflections from a doctoral dissertation that investigated differences in hierarchical values (social and moral) that existed between preservice teacher education students and professors of education in the United States and Colombia. The study used the Rokeach Value Survey instrument to determine students' and faculty members' instrumental (moral) and terminal (social) value hierarchy. The survey consists of 18 terminal and 18 instrumental values. Data analysis indicated that there were statistically significant differences between the two groups. The three instrumental values of clean (neat and tidy), logical (consistent and rational), and loyal (faithful to friends or the group) were significantly different between students and professors. The four terminal values of salvation (being saved/internal life), a sense of accomplishment (lasting contribution), a world at peace (free of war and conflict), and a world of beauty (beauty of

CSRD programs are implemented in these schools will indicate the degree to which the applications match practice. One appendix contains a rubric for rating alternative model applications, and the other contains descriptions of the alternative models studied. (Author/SLD)

ED 446 109 TM 031 852

School Reform Resource Manual.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 43p.; Rosalie Torres drafted the first edition. Bryan Goodwin and Barbara Gaddy edited, revised, and finalized the manual.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Effective Schools Research; Elementary Secondary Education; Program Development; *Resources; *School Effectiveness
IDENTIFIERS- *Mid Continent Regional Educational Laboratory; *Reform Efforts

This manual is designed to help schools make successful school reform a reality. It provides the background and perspectives necessary for a school constituency to understand the current climate of education reform in the United States and what is known about successful school reform. The manual also provides inquiry-based techniques for conducting a study of school strengths, weaknesses, and student needs, developing a comprehensive reform program, selecting a model to meet the school's needs, and building ownership of, implementing, and sustaining reform. Following an introduction, chapters are organized around themes of: (1) the history and background of reform; (2) understanding school reform; (3) getting started at reform; (4) planning for reform; and (5) sustaining school reform. The manual is designed for use by a team of individuals. An appendix describes eight resource organizations and materials. (Contains 29 references.) (SLD)

ED 446 110 TM 031 853

Moskal, Barbara M.
Scoring Rubrics Part I: What and When. ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; For a companion Digest on developing scoring rubrics, see TM 031 854. Originally appeared as part of "Scoring Rubrics: What, When and How?" by Barbara M. Moskal, "Practical Assessment, Research, & Evaluation," 7 (3).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Grading; Performance Based Assessment; *Scores; Scoring; *Scoring Rubrics; *Student Evaluation
IDENTIFIERS- ERIC Digests

This Digest describes different types of scoring rubrics and

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Collection; Elementary Secondary Education; Evaluation Methods; *Program Evaluation; *Researchers; Surveys; *Training; Workshops
IDENTIFIERS- *Comprehensive School Reform Demonstration Program; *Site Visits

As part of the evaluation of schools participating in the Comprehensive School Reform Demonstration (CSRD) program, a site researcher is to visit each participating site twice a year to collect data for CSRD formative evaluation. To prepare site researchers for their evaluation activities, a training and orientation session was held for 18 prospective site researchers. This document reports on the evaluation of the site researcher training. A feedback form was used to assess the degree to which certain goals and objectives were met, and a modified participant observation technique was used to give presenters immediate feedback. Program materials were also reviewed. Participants found the training sessions to have been conducted in a professional manner by competent professionals, and they considered the sessions relevant to their needs. Participants seemed to have learned most about the role of formative evaluation in the CSRD program, comprehensive school reform, and specific data collection techniques. They felt the need for further information about comprehensive school reform models, identification of and collaboration with a local coordinator, and collaboration with assigned external facilitators. Recommendations are made to improve program presentation. Appendixes contain the training feedback form and a checklist for applying the standards from the "Program Evaluation Standards" (1994). (SLD)

ED 446 132 TM 031 894

Parrish, Paige; Howley-Rowe, Caitlin
Site Researcher Training in the Formative Evaluation Process for School Improvement (FEPSI) (Macon, Georgia, October 1999). A Report on the Formative Evaluation Process for School Improvement: A Joint Initiative between AEL, Inc. and the Center for Research in Education al Policy (CREP) at the University of Memphis. CSRD Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 40p.; For an evaluation of site researcher training in Kentucky, see TM 031 893.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Collection; Elementary Secondary Education; Evaluation Methods; *Program Evaluation; *Researchers; Surveys; *Training; Workshops
IDENTIFIERS- *Comprehensive School Reform Demonstration Program; Georgia; *Site Visits

As part of the Comprehensive School Reform Demonstration (CSRD) program, schools participated in the Formative Evaluation Process for School Improvement (FEPSI), a package of services mainly provided during two visits each school year. This document reports on the evaluation of training for Georgia educators involved in FEPSI as site researchers. Twenty-two of the original 30 participants returned a completed evaluation form after the training. Participants rated all items on the survey as highly related (mean of 4.1 or above on a 5-point scale) to specific and general training objectives, and

PUB DATE- 00
NOTE- 28p.; Paper presented t the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 2000). Supported by a grant from the U.S. Department of Education, Assessment Development and Evaluation Grants Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Institutional Characteristics; Middle Schools; Performance Based Assessment; *Scores; Structural Equation Models; *Teacher Attitudes; Teacher Surveys; *Teaching Methods; Test Results
IDENTIFIERS- *Maryland School Performance Assessment Program

The relationship between changes in the scores from Maryland's performance assessment program, the Maryland School Performance Assessment Program (MSPAP) from 1993 to 1998 and classroom instruction and assessment practices, student learning and motivation, students' and teachers' beliefs about and attitudes towards the assessment, and school characteristics was studied. The final study sample consisted of 90 elementary and middle schools. Using growth models estimated within a structural equation modeling (SEM) framework, several factors from each of these dimensions were observed to explain a significant amount of the variability in school performance. These factors as well as the design of evaluations that hope to study the impact of assessment programs on students, teachers, and schools were discussed. Instruction-related variables were found to explain differences in MSPAP performance levels across the subject areas, and for some subject areas, to explain differences in rates of change in MSPAP performance over time. In addition, the perceived impact of MSPAP on instruction/assessment practices was also found to significantly explain either differences in MSPAP performance levels or rates of change over time across the subject areas. Findings suggest that the design of a validity or impact study could be improved by measuring the outcomes chosen for this study concurrently with assessment performance over time. (Contains 3 figures, 3 tables, and 27 references.) (SLD)

ED 446 153 TM 031 934

McLaughlin, Don; Bandeira de Mello, Victor; Cole, Susan; Arenson, Ethan
Comparison of National Assessment of Educational Progress (NAEP) and Statewide Assessment Results: Report to Maryland on 1996 and 1998 Assessments.
SPONS. AGENCY- Department of Education, Washington, DC.; Educational Testing Service, Princeton, NJ.
PUB DATE- 00
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Elementary Education; Mathematics; *National Competency Tests; Reading; *State Programs; *Test Results; *Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress

Maryland participated in the State National Assessment of Educational Progress (NAEP) in 1996 and 1998 when samples of approximately 2,500 fourth and eighth graders in 100 schools participated in the testing sessions for mathematics (1996) and reading (1998). This report is an initial attempt to return information to Maryland about the relations between the state assessment and State NAEP data. This initial prototype report,

ED 446 173 UD 033 801

Laohat, Mary Ann
Standards, Equity and Cultural Diversity.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Differences; *Diversity (Student); Educational Improvement; Elementary Secondary Education; *Equal Education; *Limited English Speaking; *Standards; Teaching Methods

This document addresses frequently asked questions and issues and promotes greater understanding by administrators, teachers, and parents of the potential benefits of education standards for the rapidly increasing population of students whose first language is not English. The standards movement challenges educators and the public to understand that high standards are as important in education as they are in other professions. Standards define what is essential for successful performance and encourage people to strive for the best. Setting high standards for all students means that the quality of education offered the best and the brightest should be the quality of education available to all. However, varied and innovative instructional strategies will be essential to enable students with diverse needs and varying levels of English proficiency to learn at high levels. To effect these strategies, the United States will need highly skilled teachers who can offer a range of learning opportunities that connect to different learning styles, some of which may be culturally based, and also provide the necessary accommodations and supports that enhance student learning. Initial test scores are an important foundation for identifying where current curriculum and practices do not promote high standards of learning for all students, and where curriculum improvement and staff development are necessary if equity in learning is to be achieved. Three appendixes contain tools to assist educators in implementing policy, practice, and professional development: a discussion of professional development to support standards, a discussion of assessment that supports standards based learning, and guidelines for determining the appropriateness of performance assessments for students from diverse backgrounds. (Contains 3 figures and 43 references.) (SLD)

ED 446 174 UD 033 802

Walsh, Catherine E.
Enabling Academic Success for Secondary Students with Limited Formal Schooling: A Study of the Haitian Literacy Program at Hyde Park High School in Boston.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Bilingual Education; Disadvantaged Youth; English (Second Language); *Haitians; High

Myers, David; Peterson, Paul; Mayer, Daniel; Chou, Julia; Howell, William G.
School Choice in New York City after Two Years: An Evaluation of the School Choice Scholarships Program. Interim Report.
PUB DATE- 00
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Elementary School Students; Low Income Groups; Parent Attitudes; Primary Education; Private Schools; Program Evaluation; *Scholarships; *School Choice; Urban Schools
IDENTIFIERS- *New York City Board of Education; *New York (New York)

This report describes the second-year results for an evaluation of the School Choice Scholarships Foundation (SCSF) program to award 1,300 scholarships so that children of low-income families in grades 1 through 4 in New York City public schools could transfer to private schools. Because the scholarships were awarded through a lottery, the evaluation allowed for the conduct of a randomized experiment in which students were randomly selected for a treatment (scholarship) group and a control group. As reported by parents, the schools attended by scholarship students were smaller than the schools attended by public school students. Private school parents were less likely to report serious problems such as fighting, absenteeism, and racial conflict at their children's schools. Students in private schools were asked to complete more homework than students in public schools. On standardized tests, students offered scholarships generally performed at about the same level as students in the control group. African American students offered scholarships scored about three points higher than similar students in the control group, and the impact of going to a private school for two years for African American students was four percentile points. No impact was seen for Latino students. Overall, findings suggested that the difference between the scholarship group and the control group remained about the same over the two years. About 62 percent of the students offered scholarships used them for two full years, and 12 percent used them in the first year but not the second. 24 percent of students offered the scholarships refused them. The most frequently cited obstacles that prevented parents from sending their children to the preferred school included cost (35 percent), transportation problems (14 percent), and lack of space at the school (10 percent). Findings show that 40 percent of parents who switched from public to private schools gave their schools an A; less than 10 percent of similar parents in the public schools gave their schools an A. Five appendixes contain discussions of baseline characteristics for the treatment and control groups, sample weights, the analytic approach, supplemental data, and estimates of ever attending a private school. (Contains 22 tables and 52 endnotes.) (SLD)

ED 446 194   UD 033 825

Montero-Sieburth, Martha, Ed.; Villarruel, Francisco A., Ed.
Making Invisible Latino Adolescents Visible: A Critical Approach to Latino Diversity. Michigan State University Series on Children, Youth, and Families, Volume 7.
PUB DATE- 00
NOTE- 347p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

Wisconsin's public librarian certification law which requires certification for administrators of public library systems, county libraries, county library services, and municipal public libraries. The manual contains the following sections: (1) Who Should Apply for Certification and When; (2) How to Apply for Certification; (3) Types of Certification Available, i.e., regular, temporary, and provisional certification; (4) Educational Equivalencies; (5) Certification Renewal, including renewal requirements, the renewal process, and continuing education activities for recertification; (6) Certification and Compliance with System Membership Requirements; and (7) Certification Appeals. Appendices include: a section of the Wisconsin Administrative Code on public libraries; historical highlights of Wisconsin public librarian certification; library board responsibilities and certification; the public librarian certification application form; the continuing education activity report form; the annual summation of continuing education activities form; and the preapproval for self-directed continuing education activity form. (MES)

ED 445 690 IR 057 904

Brandhorst, Ted, Ed.
ERIC Clearinghouse and Support Contractor Publications, 1999. An Annotated Bibliography of Digests, Information Analysis Products, and Other Major Publications of the ERIC Clearinghouses and Support Contractors Announced in "Resources in Education" (RIE) January-December 1999.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 104p.; For the 1998 bibliography, see ED 433 026.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Annotated Bibliographies; Clearinghouses; *Educational Resources; *Publications
IDENTIFIERS- *ERIC; ERIC Clearinghouses; Resources in Education

This annotated bibliography of ERIC clearinghouse and support contractor publications covers 248 documents announced in RIE (Resources in Education) from January through December 1999. The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by clearinghouse, and within each clearinghouse section documents are listed in accession number order. The introduction to the bibliography provides information on the ERIC system, ERIC abstract journals, ERIC clearinghouse and support contractor publications, bibliographies of these publications, the organization of this bibliography, availability of ERIC clearinghouse and support contractor publications, adjunct ERIC clearinghouses, ACCESS ERIC, and AskERIC, as well as a sample document resume and a statistical summary of ERIC publications by clearinghouse by year (1968-99). Subject, personal author, and institution indexes are provided. Appendices include: document resumes for adjunct ERIC clearinghouse, ERIC support contractor, and ERIC Program Office publications; a directory of ERIC network components; and an ERIC Document Reproduction Service order form. (MES)

ED 445 691 IR 057 905

Idaho Library Laws, 1999-2000. Full Edition.

ED 445 711 JC 000 646

Technology in Education: A Summary of Practical Policy and Workload Language, Adopted Spring 2000.
PUB DATE- 00
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Computer Uses in Education; Distance Education; Educational Planning; *Educational Technology; *Faculty College Relationship; School Policy; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This position paper of the Academic Senate for California Community Colleges examines practical issues in the area of technology in education and provides a sample of possible policy and contract language. It discusses details of technology implementation in both the academic and the collective bargaining setting. It concentrates on faculty issues and viewpoints, although several of the topics examined have parallel implications for students. Individual institutions will decide on a case-by-case basis which issues belong in an academic policy setting and which belong in contract language. The first section examines general instructional policy issues in technology and includes definitions and instructional technology decisions. These include academic freedom and use policies, faculty and curriculum standards, support, and access issues. The second section examines issues of intellectual property and various compensation options. The third section examines issues of workload, including class size and preparation. These discussions focus on faculty and institutional needs rather than on individual student needs. Specific recommendations for involvement and action of local academic senates are included, as well as suggestions to faculty in general. (Contains 105 references.) (Author/JA)

ED 445 712 JC 000 647

Cartnal, Ryan
Why Not WebReg? Research Report.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Internet; *School Registration; *Student Attitudes; Student Surveys; Two Year Colleges
IDENTIFIERS- *Cuesta College CA

In an effort to understand the reasons why particular Cuesta College (CA) students fail to avail themselves of the opportunity to register via the Internet (WEBReg), a brief survey was mailed to the population of students who were eligible to, but did not, use WEBReg. Specifically, a survey was sent to any continuing students who had no record of having used WEBReg to register for or add or drop classes. Finds that the number one reason why students chose not to use WEBReg is that registering in person or by mail was perceived to be easier. This begs the question of why WEBReg was perceived to be more difficult than traditional registration methods. The second most frequently indicated reason for not using WEBReg is not having Internet access from home. If a student doesn't have

students and the community. Using an existing economic impact model, the college estimated that it returned $3.48 to the community for every dollar entrusted to SLCC. The report concludes that SLCC has shown academic and fiscal accountability with respect to its purpose and mission. (PGS)

ED 445 732 JC 000 668

Dale, Paul; Shoenhair, Cindy
Learning-Centered Practices in Student Services.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Environment; Community Colleges; Educational Innovation; *Learning Strategies; Student College Relationship; Student Development; *Student Personnel Services; Two Year Colleges
IDENTIFIERS- *Paradise Valley Community College AZ

This document lists learning-centered principles, and discusses their application to student affairs practices in general and to student services programs at Paradise Valley Community College (PVCC) in Arizona in particular. Learning-centered practices in student service programs identify, measure and evaluate learning objectives; encourage students in active learning; provide staff training and orientation on learning; link new budget allocations to learning objectives; forge educational partnerships that advance student learning; build supportive and inclusive college environments; and deliver services any time, any place. The document notes that learning-centered practices manifest differently, and at a different rate in each student services area, with some areas more developmentally inclined and others more focused on process and structure. Asserting that learning-centered practices are more than good customer service, the report includes a list of criteria by which PVCC can measure its progress toward becoming more learning-centered and diagrams a model application of learning-centered practices in PVCC student services. (Contains 19 references.) (PGS)

ED 445 733 JC 000 669

Spinetta, Katrin, Ed.
NCR Parameters: Newsletter of the National Council for Research and Planning, 1999.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Finance; *Educational Planning; Educational Research; Financial Support; Newsletters; *Strategic Planning; Two Year Colleges

This document consists of three issues of NCR Parameters (January, May, and September 1999), a newsletter published by the National Council for Research and Planning to highlight research and planning concerns at two-year postsecondary educational institutions. These three issues focus on: (1) "Multidimensional Planning," (January, 1999) describing three equally important processes of successful college organizational planning: first, a clear top-down process

*Educational Technology; *Program Implementation; Two Year Colleges
IDENTIFIERS- Foothill de Anza Community College District CA

Presents a proposed technology plan for Foothill-De Anza Community College district. The plan begins by outlining the college's proposed plan of action, which addresses four areas: the district's information infrastructure, faculty, administration, and student use of technology. The report then addresses issues related to technology in the district, including: providing the technology, the role of libraries and technology, distance learning, the TV centers and technology, the telephone system, the role of the world wide web, and policies related to technology. The third section of the plan reveals the issues in providing the services which include; centralization vs. decentralization, the structure of the support organization, staffing, and the philosophy of an information technology support organization. Recommendations are provided to address each of the issues. The report describes possible implementation concerns, such as approximate costs, staffing costs, hardware costs, infrastructure costs and recommends a proposed calendar. The conclusion further provides suggestions to put this plan into action. (MDP)

ED 445 753 JC 000 692

Facilities Master Plan: Executive Summary. Foothill-De Anza Community College District 2005: Planning for the New Millennium.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Facilities; Educational Facilities Improvement; *Educational Facilities Planning; *Facility Guidelines; Two Year Colleges
IDENTIFIERS- *Foothill de Anza Community College District CA

This document presents Foothill-De Anza Community College District's (California) Facilities Master Plan. This planning document is organized into four sections: (1) plan overview, which is a summary of the planning process and document organizations; (2) Master Plan recommendations, which presents a campus master plan for each college (Foothill College and De Anza College) identifying the proposed projects required to meet the Master Plan Space Program, analysis diagrams that describe proposed access and circulation, and landscape plans that describe the landscape recommendations for each college; (3) educational summary plan, which is a summary of the two colleges' Educational Master Plans, and includes division summaries, weekly student contact hour projections, instructional space summaries, and Master Plan Space Programs; and (4) existing analysis, which is a comprehensive analysis of each campus with graphic plates that detail the physical and experiential issues, identifying constraints and opportunities for each site. The appendix includes the following information that was developed during the master planning process: proposed plant materials, mechanical engineering, electrical engineering, and building age summary. This master plan is supported by a number of documents that provide additional and more detailed information. A list of these documents is included in this master plan. (VWC)

ED 445 754 JC 000 694

This document is comprised of the six 1999 issues of a bimonthly newsletter providing information on young children's health and safety for California's child care professionals. Regular features include a column on infant/toddler concerns, a question-answer column regarding medical and health issues, a nutrition column, and resources for child care providers. Periodically featured is information on behavioral, diversity, and school-age care issues. The feature articles for each issue are as follows: (1) "Celebrating the Beauty and Challenge of Diversity in Child Care" (Jan-Feb); (2) "Health and Safety Notes: Child Abuse" (Mar-Apr); (3) "Ensuring Child's Mental Health Is an Invisible Part of Provider's Job" (May-Jun); (4) "CHP Breaks New Ground: Child Care Lead Poisoning and Anemia Prevention Project" (Jul-Aug); (5) "Celebrate Child Health Month and Help California Children" (Sep-Oct); and (6) "Take Action: Build a Child Care Mental Health Consultant Service in Your Community" (Nov-Dec). (KB)

ED 445 774 PS 028 585

Newman, Sanford; Brazelton, T. Berry; Zigler, Edward; Sherman, Lawrence W.; Bratton, William; Sanders, Jerry; Christeson, William
America's Child Care Crisis: A Crime Prevention Tragedy.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.; Grant (W.T.) Foundation, New York, NY.; Edna McConnell Clark Foundation, New York, NY.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; McCormick Tribune Foundation, Chicago, IL.; Public Welfare Foundation, Washington, DC.; Z. Smith Reynolds Foundation, Sapelo Island, GA.; Rockefeller Foundation, New York, NY.; Robert Sterling Clark Foundation, Inc., New York, NY.; Pinkerton Foundation, New York, NY.; William Caspar Graustein Memorial Fund, New Haven, CT.; International Association of Machinists, Washington, DC. Research Dept.; Woods Fund of Chicago, IL.; Chicago Community Trust, IL.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 33p.; Additional funding by Naomi and Nehemiah Cohen Foundation, After-School Corporation, Nathan Cummings Foundation, Butler Family Fund, Irving B. Harris Foundation, Institute for Civil Society, Foundation for the Carolinas, Meisser Fund, American Income Life Insurance Co., New Prospect Foundation, Threshold Foundation, Blum-Kovler Foundation, and Stern Family Fund.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Crime; *Day Care; Early Childhood Education; Government Role; Models; *Prevention; *Young Children
IDENTIFIERS- Day Care Quality

This report presents findings relating the reduction of crime and violence with access to good educational child care programs. The report discusses the affordability of such programs, suggests that federal and state governments are not adequately funding educational child care programs, and argues that investing in high-quality child care and development programs will result in crime reduction. Following an introduction, Chapter 1 of the report discusses evidence that high-quality educational child care prevents crime and children's problem behaviors, focusing on the High/Scope Preschool Program, the Syracuse University Family Development Program, and North Carolina's Smart Start program. Chapter 2 examines the versus the elevation of written literacy. However, many aspects of early Western literacy learning can be compared to African language development. The Kindezian curriculum also supports children's development of emotional intelligences. (KB)

ED 445 792 PS 028 877

Kitagawa, Mary M.
Enter Teaching! The Essential Guide for Teachers New to Grades 3-6.
PUB DATE- 00
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Design; Educational Practices; Elementary Education; Elementary School Curriculum; Elementary School Mathematics; Elementary School Science; *Elementary School Teachers; Language Arts; Professional Development; Reading Instruction; Social Studies; Student Evaluation; *Teacher Student Relationship; *Teaching Methods; *Teaching (Occupation); Writing Instruction

Based on the assumption that learning to teach means learning to trust one's intuitions, keen observations, and thoughtful reflections, this book presents collegial advice for new teachers of grades three through six. The topics addressed in the book are setting up the classroom, building community, oral communication, exploring reading and literature study, developing a writing workshop, responding to writers, language issues, weaving science and social studies with language arts, teaching mathematics, assessment of student learning, and professional development. Four appendices include questions teachers should ask before starting, a sample newsletter, and a summarized literature circle discussion. (Contains 66 references.) (KB)

ED 445 793 PS 028 878

Riley, Richard W.
Early Childhood Summit (Washington, D.C., June 23, 2000). Remarks as Prepared for Delivery by U.S. Secretary of Education Richard W. Riley.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Brain; *Early Childhood Education; *Early Experience; *Educational Policy; Partnerships in Education; *Public Policy; *Young Children
IDENTIFIERS- Brain Development

This paper comprises remarks of U.S. Secretary of Education Richard Riley at the Early Childhood Summit in Washington, D.C. on June 23, 2000. The paper notes the emergence of a national consensus about the value of early childhood education. The paper maintains that brain development research coupled with new research on how children learn to read has given child care advocates and educators clear direction about setting public and educational policy. The paper argues that it is imperative

DESCRIPTORS- Early Childhood Education; *Emotional Development; Emotional Response; High Risk Students; *Interpersonal Competence; Kindergarten; *Kindergarten Children; *Preschool Children; Public Policy; *School Readiness; *Student Adjustment

Recognizing that what, how, and how much children learn in school depends in large part on the social and emotional competence they developed as preschoolers, this monograph examines the current state of research regarding the social and emotional risk and protective factors that predict early school problems or success. The first part of the monograph describes the components of social and emotional school readiness. Risk and protective factors are examined, and the impact of interventions to address neurodevelopmental delay, impaired attachment relationships, maltreatment, and disadvantaged socioeconomic status is described. This part also notes that some of the causal risk factors for early school failure have been identified, and that current knowledge can be used to systematically design and implement intervention. The part maintains that interventions need to address multiple levels and should address causal and malleable risk factors for early school failure. The second part of the monograph summarizes selected federal policies that may improve children's chances of success and analyzes existing links between current research and policy. This part argues that existing policies are not fully implemented, that new policies place additional burdens on already overburdened systems, and that more leaders are needed to champion the development of a seamless, comprehensive system of early childhood care. The monograph's appendix lists risk and protective factors at the individual, microsystem, exosystem, and macrosystem levels as identified in research literature. (KB)

ED 445 811   PS 028 910

Crombez, Mary Margaret, Ed.; Mangigian, Lisa, Ed.
Offspring, 1999.
PUB DATE- 99
NOTE- 58p.; For 1998 issues, see ED 427 878. Published twice a year. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Rearing; Conflict Resolution; Moral Development; Parent Child Relationship; Parent School Relationship; Parent Teacher Cooperation; *Parents as Teachers; Periodicals; *Preschool Children; *Preschool Education; Preschool Teachers; Student Centered Curriculum
IDENTIFIERS- Character Development; Character Education; *Cooperative Preschools; Messages; Peace Education; Project Approach (Katz and Chard); Television Content Ratings

This document consists of the two 1999 issues of a magazine for parents, teachers, and others involved in cooperative nursery schools. The magazine is designed to provide a forum for views on dealing with young children, express a variety of ideas, promote the cooperative philosophy, and enhance the relationships of those involved in cooperative nursery schools. The Spring 1999 issue contains the following articles: (1) "Parents Do Matter! An Interview with Dr. Nicholas Abraham" (Lisa Mangigian); (2) "Adventures in Living" (Kate Cole); (3) "'What Do You Do?' Career Parenting in the 90s" (David Bard); (4) "Building Moral Foundations: Character Education for Children" (Karen L. Pace); (5) "Making Peace with Your Mother" (Lynn Sipher); and (6) "Understanding the TV Rating System" (Mary Margaret Crombez). The Fall 1999 issue contains the measures. Following the introduction, the report discusses adolescent well-being in the following areas: (1) family economics (child poverty, youth unemployment, after-school care); (2) health (teen births, chlamydia rates, health insurance); (3) education (preparation for college, high school dropout rates, academic achievement); and (4) safety (incarceration rates, gun violence, foster care). The final section of the report presents recommendations for action by the public sector, by the private sector, by local communities, by parents, and by all Californians to capitalize on the potential of California's youth. (KB)

ED 445 829 PS 028 933

Rothstein, Richard
Improving Educational Achievement: A Volume Exploring the Role of Investments in Schools and Other Supports and Services for Families and Communities.
PUB DATE- 00
NOTE- 67p.; Foreword by John F. Jennings. Commentaries by Robert E. Slavin, David W. Grissmer, Ann Segal, and Thomas F. Pogue.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Cost Effectiveness; Elementary Secondary Education; Family Environment; Family (Sociological Unit); *High Risk Students; *Intervention; Investment; *Low Income Groups; Organizational Effectiveness; Poverty; *Public Policy; School Readiness; Student Improvement

Although the nation has been focused on improving its schools for more than a decade, the achievement gap between children from low-income households and those from more affluent households persists. Recognizing the close relationship between education and other supports and services for children, families, and communities, this book is designed to stimulate policy thinking about investments for improving academic achievement. The book contains the following papers: (1) "Can Poor Children Learn More through Improving Their Schools or Making Their Families Stronger?" (John F. Jennings), a foreword introducing the major paper and the four subsequent commentaries; (2) "Finance Fungibility: Investigating Relative Impacts of Investments in Schools and Non-School Educational Institutions To Improve Student Achievement" (Richard Rothstein), arguing that we should pay attention to whether public policies that improve the social and economic conditions of low-income families have the additional effect of improving their children's academic achievement; (3) "School vs. Non-School Investments for School Achievement: Is a Choice Necessary?" (Robert E. Slavin); (4) "Improving the Efficiency of Public Expenditures Directed toward Children" (David W. Grissmer); (5) "The Importance of Non-School Investments for Improving School Readiness and Educational Outcomes" (Ann Segal); and (6) "No-Silver Bullet: Questions and Data on Factors Affecting Educational Achievement" (Thomas F. Pogue). Each paper except the preface contains references. (KB)

ED 445 830 PS 028 934

Carron, Gabriel; Chau, Ta Ngoc
The Quality of Primary Schools in Different Development Contexts.
PUB DATE- 96
NOTE- 319p.
LANGUAGE- English

urgency gauge. Results identify Alabama, Arkansas, Kentucky, Louisiana, Mississippi, Montana, Oklahoma, and West Virginia as the top 10 states where rural education is important and needs are urgent. While the rankings are useful in identifying states where rural education is paramount to good schooling, they also identify states where rural communities' educational needs may be lost in the political shuffle of state politics. Results are presented for each state in data tables and figures, and state-by-state comparisons for each indicator are presented in bar graphs. (TD)

ED 445 848   RC 022 601

Cowley, Kimberly S.
Student and Parent Awareness of and Aspirations for Postsecondary Education: Fairmont State College GEAR UP Project, Year 1.
SPONS. AGENCY- Fairmont State Coll., WV.
PUB DATE- 00
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; *College Preparation; Disadvantaged Youth; Higher Education; Middle School Students; Middle Schools; *Parent Aspiration; *Parent Attitudes; Parent Student Relationship; Paying for College; *Rural Education; Rural Family; Rural Youth; *Student Attitudes; Surveys
IDENTIFIERS- *West Virginia

Project GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) encourages disadvantaged youth to stay in school and prepare for college. To gather baseline information on incoming seventh-grade students' and parents' awareness of, interest in, and aspirations for students' postsecondary education, surveys were administered to 2,454 students and their parents in 29 middle schools in 9 rural West Virginia counties. This report summarizes findings from the surveys, administered in February 2000. Findings are presented in a regional overview, followed by significant county differences. The findings indicate that: (1) parents played an important role in their child's education; (2) students were willing to admit they needed academic help and were open to participating in enrichment opportunities; (3) most students recognized the benefits of postsecondary education and believed their parents wanted them to attend college, but were unsure of their own aspirations; (4) students viewed poor grades and limited finances as the biggest obstacles to continuing their education; (5) students viewed parents as the most important source of educational information, but few parents were familiar with postsecondary entrance requirements; and (6) parents and students were both disinclined to believe that students would receive scholarships. Recommendations are made for increasing student and parent awareness of, and interest in, postsecondary education. Appendices present the survey form with summary responses, and explanatory comments on significant chi-square items from the surveys. (Contains 14 references.) (TD)

ED 445 849   RC 022 611

Perroncel, Carol B.
Getting Kids Ready for School in Rural America. Rural Education Issue Document.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

technologies. Academic content and state standards are initially presented from a Navajo perspective via four global themes with a unifying concept of "hozho" or "peace, beauty, and harmony." By fall 2000, the immersion program had been implemented in grades K-2 and plans for a school-based cultural center had been presented to the school district. This paper examines the need for the program and how it was developed with staff, parental, and community involvement; presents a program overview; describes the Navajo culture-based curriculum; and discusses some of the inherent challenges in developing and sustaining a language preservation program based upon a Navajo-specific curriculum in the English-only era of high-stakes testing. (SV)

ED 445 867 RC 022 652

Heimbecker, Connie; Minner, Sam; Prater, Greg
Community-Based Native Teacher Education Programs.
PUB DATE- 00
NOTE- 11p.; In: Learn in Beauty: Indigenous Education for a New Century; see RC 022 648.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; Canada Natives; College School Cooperation; Foreign Countries; Higher Education; *Indigenous Personnel; Navajo (Nation); *Preservice Teacher Education; Special Education Teachers; *Teacher Education Programs; Teacher Recruitment
IDENTIFIERS- *Northern Arizona University; Ontario

This paper describes two exemplary school-based Native teacher education programs offered by Northern Arizona University (NAU) to serve Navajo students and by Lakehead University (Ontario) to serve members of the Nishnabe Nation of northern Ontario. The Reaching American Indian Special/Elementary Educators (RAISE) program is located in Kayenta, Arizona, on the Navajo Reservation. RAISE aims to improve recruitment and retention of special education teachers on the reservation. Each cohort of program participants includes Navajo paraprofessionals employed in Kayenta schools and non-Native students from the NAU campus. Throughout the RAISE program, all participants live on the reservation, work and receive coursework in reservation schools, and get to know each other's culture. The supportive and highly contextualized nature of the program have contributed to high program retention and completion rates. Lakehead University developed its Native Teacher Education Program (NTEP) to meet the need of the Nishnabe Nation for aboriginal teachers fluent in the Nishnabe language and knowledgeable of the culture. NTEP participants are mature adults who are native speakers of Nishnabe and who have extensive classroom experience as aides or uncertified teachers. Instruction is compressed into a very demanding 2 years and delivered primarily via two-way radio to 23 remote communities. Teacher-mentors provide support. The first two program cohorts graduated 40 of their 55 participants. (SV)

ED 445 868 RC 022 653

Paciotto, Carla
Measuring Language Dominance and Bilingual Proficiency Development of Tarahumara Children.
PUB DATE- 00

into learning and teaching science, and teaching science in an inclusive way; explanations of techniques for organizing the school system to support quality science education; descriptions of methods for assessment and science program evaluation; and a list of resources for Rhode Island schools. (WRM)

ED 445 887   SE 063 694

Mathematical Power for ALL Students: The Rhode Island Mathematics Framework, K-12.
SPONS. AGENCY- Department of Education, Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 95
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- *Academic Standards; *Educational Change; Educational Research; Elementary Secondary Education; *Evaluation; Inclusive Schools; *Mathematics Curriculum; Mathematics Education; *Numeracy; State Curriculum Guides; Teaching Methods
IDENTIFIERS- *Rhode Island

A mathematically literate citizenry is essential to maintaining democracy and ensuring a competitive position in a global economy. Instruction, curriculum, and assessment related to the teaching and learning of mathematics must be such that all students are given the opportunity to learn high levels of mathematics and encouraged to succeed. This report on the Rhode Island Mathematics Framework K-12 addresses the goals put forth in the state's Common Core of Learning as well as mathematics content and process standards, the teaching and learning of mathematics, and the support needed for implementation. An executive summary and a mathematical framework table are appended. (WRM)

ED 445 888   SE 063 703

Thom, David
Joint Conference on Engineering Education and Training for Sustainable Development (Paris, France, September 24-26, 1997). Final Report.
PUB DATE- 98
NOTE- 40p.; Other conference partners were World Federation of Engineering Organizations, World Business Council for Sustainable Development, and Ecole Nationale de Ponts et Chaussees. Edited by Robin Clarke.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - General (140)
DESCRIPTORS- *Curriculum Development; Developing Nations; Educational Change; Educational Philosophy; *Engineering Education; Foreign Countries; *Futures (of Society); Higher Education; *Relevance (Education); Science and Society; *Student Needs; Sustainable Development; Teaching Methods

Sustainability must be integrated into all levels of engineering education, from foundation courses to ongoing projects and research. This report contains the proceedings of the Joint Conference on Engineering Education and Training for

(Tokyo, Japan, August 6-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; Computer Uses in Education; Educational Technology; Elementary Secondary Education; *Graphing Calculators; Mathematics Instruction; *Testing
IDENTIFIERS- Computer Algebra

This paper argues that using Computer Algebra Systems (CAS) to teach 12- to 18-year-old students is going to change teaching methods, the content of what has been taught, and exams. Traditional exam questions are analyzed and categorized according to their usefulness in a CAS environment. The goal is to give teachers new perspectives with which to analyze existing exam questions in a new CAS-supported learning environment. (ASK)

ED 445 912 SE 064 015

Aguiar, Adriana F. S.; de Oliveira, Cristiano B. M.; Rozenfeld, Henrique; Omokawa, Rogerio
Teaching Scenario Development for Concurrent Engineering Practices Simulation.
PUB DATE- 98
NOTE- 7p.; Paper presented at the International Conference on Engineering Education (Rio de Janeiro, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Engineering Education; Foreign Countries; Higher Education; Learning Strategies; Production Techniques; Productive Thinking; *Productivity; *Relevance (Education); *School Business Relationship; Simulation; Student Needs; *Teaching Methods
IDENTIFIERS- Brazil

In modern society, a company's competitive advantage is directly related to its capacity for product development. This paper describes the use of a Model Integrated Factory to simulate product development business processes for the education of engineers. (WRM)

ED 445 913 SE 064 023

Lee, Gyoungho; Park, Sang-Suk; Kim, Jung-Whan; Kwon, Hyeok-Gu; Kwon, Jae-Sool; Park, Hac-Kyoo
The Development of an Instrument for the Measuring Students' Cognitive Conflict Levels.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Measurement; Concept Formation; Electricity; Elementary Education; Measures (Individuals); Science Education; Scientific Concepts
IDENTIFIERS- Cognitive conflict; Conceptual Change; Preconceptions

Students' own preconceptions are often resistant to change. According to researchers, conceptual conflict is an important

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Classroom Environment; *Classroom Techniques; Elementary Secondary Education; *Learning; Mathematics Education; Science Education; Teaching Methods

Educators throughout the northwest are striving to ensure that all students have opportunities to learn rigorous mathematics and science. State standards that define high quality, challenging, mathematics and science education programs for all students are in place. The science and mathematics education community is engaged in the task of translating those standards into effective teaching and learning practices. The complexities of implementing a standards-based system are explored and analyzed in a variety of educational research projects and settings. An important insight that emerges from this research is the impact of a culture that nurtures and supports continuous improvement for students and teachers alike. Schools and classrooms where this culture is the norm are often designated as learning communities. This document offers readers a variety of strategies and resources for creating such an organization. Reasons why the classroom environment is important, changing the classroom environment, three models of designing a learning community, and establishing classroom norms are also discussed. (Contains 66 references.) (ASK)

ED 445 937 SE 064 192

Derlin, R. L.; McShannon, J. L.
Faculty and Student Interaction and Learning Styles of Engineering Undergraduates.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Conventional Instruction; Engineering Education; Ethnicity; Females; Higher Education; Minority Groups; *School Holding Power; Sex Differences; *Teaching Methods; Undergraduate Study
IDENTIFIERS- *Graduation Rates; New Mexico

The problem of low graduation rates for diverse students in engineering has many causes. Low retention rates for all students in the first two years of an engineering program is a significant problem which must be addressed if universities are going to increase the number of graduates in engineering programs. Faculty and administrators agree, not all students can, or should, become engineers. But, are the "right" students leaving? Are all the "leavers" the students who are unable to handle to coursework? While many factors influence a university student's decision to remain or leave a particular field of study or the pursuit of higher education entirely, one factor considered to be relevant is their learning style. This study examined an hypothesized six-factor model of interactive learning styles. Interactive learning styles refers to the learning style students use when learning new information by relating to their environment. Do they interact with other students or with their faculty? Do they interact differently during class than after class? The study sample was 515 undergraduate engineering students enrolled in the three engineering colleges in New Mexico. An exploratory factor analysis using SAS and a confirmatory factor analysis using LISREL was performed on the responses to the survey. The

NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Music Education; *Music Teachers; *Student Needs; Teacher Education
IDENTIFIERS- Music Educators National Conference; *Research Priorities; *Research Suggestions

The Music Educators National Conference (MENC), an organization of music teachers and researchers, has established this research agenda for music education specifies some important lines of inquiry that will lead to improvement in the quality of music teaching and learning. The agenda reflects the responses of music educators throughout the nation who answered a questionnaire in which they were asked to identify pressing issues and questions. The agenda lists 53 research questions. It is organized into the following sections: "Introduction"; "Research Questions"; "Music Teaching and Learning in a Time of Innovation and Reform"; "Music Education for New, Diverse, and Underserved Populations"; "Supporting and Surrounding Issues"; "MENC's Research Enterprise"; "On the Purpose and Process of Research: Marsha's Story"; and "In Conclusion." Includes 11 notes. Contains resource lists, including MENC research journals, other research journals, special research interest groups, and related research agendas. (BT)

ED 445 959 SO 031 378

Opportunity-to-Learn Standards for Music Technology.
PUB DATE- 99
NOTE- 17p.; Prepared by the MENC Task Force on Music Technology.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *Music Education; Preschool Education
IDENTIFIERS- Music Educators National Conference; *Music Technology; Technology Based Instruction; *Technology Integration; Technology Role

This document is an addendum to the "Opportunity-to-Learn Standards for Music Instruction" published by the Music Educators National Conference (MENC) in 1994. The addendum is meant to provide specific guidance to music teachers, administrators, and other decision makers who must determine how to take advantage of new technologies in the ongoing effort to give every student a full, balanced curriculum oriented toward the skills and knowledge set forth in the National Standards. For each grade level (preK-12), the addendum lists specifications for the following: curriculum and schooling; staffing, equipment; materials/software; and facilities. (BT)

ED 445 960 SO 031 456

Degelman, Charles, Ed.
Implementing Service Learning.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 99
NOTE- 22p.; For related item, see SO 031 783.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive

ED 445 982 SO 032 056

Rothenberg, Julia Johnson; McDermott, Peter M.
Educational Consultation in Two Emerging Democracies: Kazakstan and South Africa.
PUB DATE- 00
NOTE- 29p.; This article is based on a paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; *Cultural Context; Developing Nations; Educational Research; Foreign Countries; Participant Observation; Qualitative Research; *Teacher Role; Teaching Methods
IDENTIFIERS- *Independent Educational Consultants; Kazakhstan; Self Report Measures; South Africa

In this paper two educational consultants, one a researcher in South African issues and the other a researcher in Kazakstan issues, share their respective experiences of teaching in South Africa and Kazakstan and examine their assumptions and methods of consultation. The paper analyzes how the consultants' observations of education in these emerging democracies can inform their work as educators in the United States and how their research endeavor can also serve to analyze the use and study of qualitative self-report data. It asks the following questions: What do consultants offer to educators in emerging democracies?; How can they assess their work?; How does knowledge of experiences inform what is known about teaching and learning?; and What have these experiences in South Africa and Kazakstan taught the consultants about teaching and learning in the United States? The paper provides an overview of education in both countries; explains the consultants' individual projects, methods, and educational objectives; and presents extensive observational data. (BT)

ED 445 983 SO 032 057

Goldberg, Merryl
The Mirrored Selves (Thanks Duke): Practicing Professional Development.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Spencer Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). For a related paper, see SO 032 059.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artists; Discourse Communities; Elementary Education; Instructional Innovation; *Professional Development; Teacher Role
IDENTIFIERS- California; Dialogic Communication

This paper is about practice--practicing that takes place on a weekly basis among a group of artists who work on a day-to-day basis with elementary school teachers. The paper concerns itself with the complexity of "vague and misty overtones"

Security to Freedom: Semiotics of Placelessness" (C. S. Jeffers); "Personal Spaces" (L. A. Kantner); "Semiotics, the World Wide Web, and Art Education" (M. Koos); "Personal Reliquaries as Signifying Spaces: Celebrating the Ordinary" (S. Myers); "Space for Women's Artwork within the Male Tradition" (D. Smith-Shank); "A Semiotic Analysis of Representations of Footbinding" (M. Wyrick); and "Reflections on Reflections on the Semiotics of Space" (G. Shank). Other papers are: "Creating an Atmosphere for Thinking: Art Museum Docents' Higher Thinking Abilities and Their Use of Questions and Directives during School Tours" (L. Wendling); "Vygotsky, Activity Theory and Art in Education" (J. D. Betts); "Have We Been Approaching Arts Education Backward?" (M. Goldberg); and "On the Importance of Research in Theatre/Drama Education: What is Research and What has it to do with Drama/Theatre Education?" (S. Schonmann). (BT)

ED 446 005   SO 032 153

Bresler, Liora, Ed.; Ellis, Nancy C., Ed.
Arts and Learning Research, 1998-1999. The Journal of the Arts and Learning Special Interest Group of the American Educational Research Association (Chicago, Illinois, April 1998).
PUB DATE- 99
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- *Art Education; Classroom Techniques; Curriculum Development; Elementary Secondary Education; Higher Education; Instructional Effectiveness; *Music Education; *Theater Arts; *Visual Arts
IDENTIFIERS- Art Museums; Norway; Special Interest Groups

This volume highlights thought-provoking issues in visual arts, drama, and music education presented at the 1998 meeting of the American Educational Research Association. Following a message from the Special Interest Group Chair, Larry Kantner, and an editorial, articles in section 1 are: "Art Beginnings" (L. A. Kantner); "Teachers' Conceptions of Arts Education: Fostering Personal, Social, and Cultural Development through the Arts" (B. McKean); "Reasoned Perception: Aesthetic Knowing in Pedagogy and Learning" (R. Siegesmund); "Using Case Narratives in Drama Education to Make Teaching and Learning Real" (L. A. McCammon; C. Miller; J. Norris); "Walking the Talk: The Challenge of Pedagogical Content in Art Teacher Education" (K. Grauer); "An Introduction to Cooperative Learning Strategies in College Art Classrooms" (S. A. Myers; S. Stoddard); "Empowering Children to Construct Meaning in Art Museums" (C. S. Jeffers); "Beyond the Great White Space: Exploring Art Contexts with Fifth Graders" (S. R. Klein). Section 2, The Semiotics of Time: "Angelus Novus: The Semiotics of Space and Time in a Visual Culture" (J. D. Betts); "Timely Art: Learning and Yearning beyond Kronos" (S. Urso Spina); "Sensory Questions" (R. Carp); "Light   Space   Time = Action" (R. M. Diket); "The Visual Journal as a Semiotic Contrivance for Preservice Art Education" (K. Grauer); "Time to Keep, Time to Dream, and the Persistence of Time" (C. S. Jeffers); "The Signs of Time in Artwork" (D. L. Smith-Shank); "Real Time and Memory in Performance Art" (M. Wyrick); "Going Back to Come Forward" (R. Irwin); "The Genius in Time" (M. Koos); "Ceremony, Display, and Messages about Women in Print Advertisements" (S. A. Myers). And section 3: "Curriculum Reforms in Norway: An Insider's Perspective" (M. Espeland). (BT)

Critical Factors in Developing a Highly Qualified National
  Teaching Force.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (New Orleans, LA, April 24-28,
  2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- Beginning Teachers; *Degrees (Academic); Elementary
  Secondary Education; Higher Education; Labor Turnover;
  Predictor Variables; Preservice Teacher Education; Public
  Schools; *Teacher Competencies; *Teacher Qualifications;
  Teaching Experience; Teaching Skills
IDENTIFIERS- Schools and Staffing Survey (NCES)

This paper uses data from the Schools and Staffing Survey (SASS) to examine two main facets of teacher qualifications: teacher certification and degree level. After noting the importance of teacher qualifications to student achievement and to public confidence in the educational system, Section 1 looks at sources of partly certified teachers. One of the main sources is the substantial group of people who enter the ranks of teachers employed in public schools each year. Entering teachers are much more likely to be partly certified than are continuing teachers. Section 2 discusses predictors of teacher qualifications. Data from the SASS suggest that the main predictor variable is teaching experience. Others include race, increasing urbanization, and full-time versus part-time employment. Section 3 highlights issues related to teacher certification and turnover, explaining that the percentage of partly certified teachers is three times greater for transitional teachers than for established teachers. (SM)

ED 446 029   SP 039 379

Acosta, R. Vivian; Carpenter, Linda Jean
Women in Intercollegiate Sport. A Longitudinal Study--Twenty
  Three Year Update, 1977-2000.
SPONS. AGENCY- Smith Coll., Northampton, MA.; City Univ. of New
  York, Brooklyn, NY. Brooklyn Coll.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Athletes; Athletic Coaches; *College Athletics;
  *Females; Higher Education; *Intercollegiate Cooperation; Women
  Administrators; *Womens Athletics
IDENTIFIERS- Athletic Directors; Athletic Trainers

This report presents data from a longitudinal study of women in intercollegiate sports, highlighting: participation opportunities for female athletes and the status of women as head coaches, assistant coaches, administrators, sports information directors, and athletic trainers. The average number of teams for women offered per school is at an all-time high of 8.14 (in 1978, following implementation of Title IX, the number was 5.61). Soccer exhibits the greatest growth of any sport. The same five sports remain the most popular (basketball, volleyball, tennis, cross country, and softball). The representation of females as head coaches of women's teams is the lowest in history (45.6 percent). When Title IX was enacted in 1972, over 90 percent of women's teams were coached each phase is approximately 4 weeks duration, with at least 10 hours of instructional time; during each phase, new text is used; and students working in pairs take turns using the speech-to-text capability to dictate their responses during alternating instructional sessions. Project development, implementation, and evaluation are described. (SM)

ED 446 048 SP 039 479

Osguthorpe, Russell T.; Osguthorpe, Richard D.
Learning To Be Good While Becoming Good at Learning.
PUB DATE- 00
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Ethical Instruction; *Moral Values; *Student Characteristics; Teacher Characteristics
IDENTIFIERS- *Moral Education

This paper recommends an approach to moral education that helps students become better learners while becoming better people. The approach rests on six assumptions: an overarching aim of schooling is to provide students with a moral education; moral education is accomplished through direct instruction; an indirect approach to moral education based on teachers' and learners' individual traits has the most potential for success; there are three individual teacher and student traits central to moral education (purity of intent, sincerity of effort, and openness to inspiration); both learners and teachers have moral obligations related to each of the three traits; and the degree to which teachers and learners fulfill these moral obligations determines the ultimate effectiveness of schooling. Although the assumptions recognize the place of planned curricula and spontaneous instruction in moral education, emphasis is given to the more tacit factors in a classroom: individual traits of teachers and learners. The paper describes a model that shows how the degree to which teachers and learners possess the three individual traits determines the degree to which teaching lifts and learning lasts. Brief examples of moral education in high school classrooms are described pertaining to each sector of the model. (Contains 11 references.) (SM)

ED 446 049 SP 039 480

Winograd, Ken
The Emotional Uncertainties of Teaching: A Missing Link in Teacher Education.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; Elementary School Teachers; *Emotional Experience; Fear; Guilt; Happiness; Higher Education; Preservice Teacher Education; Primary Education; Public

teachers and administrators completed a study about: reasons for entering teaching; their perceptions of preservice training; the nature of their early experiences; what they found satisfying and dissatisfying about teaching; circumstances around their resignation; and their thoughts on education. Overall, they were highly satisfied with student achievement and teacher accomplishment and dissatisfied with school and system related factors. In 1994-95, 57 teachers' partners completed interviews about how teaching influenced family relationships. Findings indicated that systematic and social pressures significantly affected teachers' work and lives. Results highlight the crucial importance of societal factors that are largely outside the control of teachers and schools yet have a growing influence upon teachers' and administrators' work satisfaction. (Contains 17 references.) (SM)

ED 446 069 SP 039 506

Blum, Lawrence
Reflections of a White Teacher Teaching a Course on Racism.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Consciousness Raising; *Diversity (Student); High School Students; High Schools; Higher Education; Racial Attitudes; *Racial Bias

This paper describes the experiences of a white university professor who taught two courses on race and racism at a local high school. Both classes included very diverse students. He attempted to be an anti-racist role model for all students, and he worked to make the classroom a safe space for students to talk. He showed respect, caring, and interest in all students and encouraged students to do the same. He found that African-American students were quite willing to challenge him, and he had to determine how to handle that. Some students, mostly but not only white students, felt uncomfortable by the racial critique that other students made of him. The professor struggled to overcome his own stereotypes as he worked with the students and listened to their opinions on race and racism. At one point, his whiteness played a role in the misinterpretation of a film on racism, and the students helped him see his error. He used the occasion to discuss the existence of race-based limitations on understanding, how and when it is constructive to charge someone with such limitation, and what would be a proper and constructive response to such a charge. (SM)

ED 446 070 SP 039 507

Paris, Cynthia; Combs, Barbara
Teachers' Perspectives on What It Means To Be Learner-Centered.
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

nature/arts) were found to be statistically different between professors and students. The authors suggest that students look to their professors not only for instruction, but also for values, so it is important that professors of teacher education model values that society considers important. (Contains 13 references.) (SM)

ED 446 089 SP 039 534

Zane, Lawrence
The Adult Basic Education (ABE) Teacher Development Project, July 1, 1999-June 30, 2000. Final Report.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Adult Basic Education; *Adult Educators; English (Second Language); *Faculty Development; Higher Education; *Inservice Teacher Education; Instructional Materials; Teacher Improvement
IDENTIFIERS- University of Hawaii Manoa

This paper describes the 1999-2000 Adult Basic Education (ABE) Teacher Development Project at the University of Hawaii at Manoa. The project's goals were to help the Hawaii Department of Education develop the infrastructure to provide continuous support to its ABE teachers and to disseminate information to and among ABE teachers. Its two objectives were to hold a minimum of three workshops in which teachers could network and share ideas and to disseminate information to the community schools about resources and training activities offered by other organizations. Workshop awareness involved sending flyers to community schools. Workshop topics were identified through surveys of ABE teachers from previous projects and input from ABE administrators at the state and school level. The workshops focused on the importance of jobs and using standards to choose and use instructional materials for ABE and English as a Second Language learners. Community school teachers were trained to conduct the workshops. This report reviews the five workshops that were conducted by the project. It also presents the number of participants at each workshop, workshop problems and benefits, and recommendations for similar projects. The 10 appendixes include workshop agendas and workshop evaluations for each event. (SM)

ED 446 090 SP 039 535

Hare, Debra; Nathan, Joe; Darland, John; Laine, Sabrina W. M.
Teacher Shortages in the Midwest: Current Trends and Future Issues.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; Educational Quality; Elementary Secondary Education; Higher Education; *Labor Turnover; Minority Group Teachers; Preservice Teacher Education; Special Education; *Teacher Persistence; Teacher Salaries; *Teacher Supply and Demand; Teachers

explains why they are useful. Scoring rubrics are descriptive scoring schemes that are developed by teachers or other evaluators to guide the analysis of the products or processes of students' efforts. Scoring rubrics are generally used when a judgment of quality is required, and they may be used to evaluate a broad range of activities. The evaluation of writing is a common use of scoring rubrics. Several types of scoring rubrics are available. The first distinction is between analytic and holistic scoring rubrics. An analytic scoring rubric allows for the separate evaluation of each factor considered in the evaluation. A holistic scoring rubric may be preferable when there is an overlap between the criteria set for the evaluation of the different factors. Rubrics are also divided into general versus task-specific rubrics, and may be designed to contain both general and task-specific components. (Contains 12 references.) (SLD)

ED 446 111 TM 031 854

Moskal, Barbara M.
Scoring Rubrics Part II: How? ERIC/AE Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; For a companion Digest, see TM 031 853. Originally appeared as part of "Scoring Rubrics: What, When and How?" by Barbara M. Moskal, "Practical Assessment, Research, & Evaluation," 7 (3).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *Grading; Performance Based Assessment; *Scores; Scoring; *Scoring Rubrics; *Student Evaluation
IDENTIFIERS- ERIC Digests

This Digest provides a process for developing scoring rubrics. The first step is to identify clearly the qualities that need to be displayed in a student's work to demonstrate proficient performance. These qualities will be the top level or levels of scoring criteria for the scoring rubric. Then the decision must be made whether the information desired from the evaluation can best be acquired through an analytic or holistic scoring rubric. The evaluator may then to choose to define the criteria for the lowest level of performance, and if desired, comparisons can be made between the criteria for each existing score point. Each score category should be defined using descriptions of the work rather than judgments about the work. To determine whether a scoring rubric provides adequate descriptions, another teacher may be asked to use the scoring rubric to evaluate a subset of student responses. Differences between the scores assigned by the rubric developer and a second scorer will show how the rubric may be clarified further. There are many resources available to teachers who wish to use scoring rubrics in their classrooms. Some of these are listed, including the ERIC Clearinghouse on Assessment and Evaluation. (Contains 12 references.) (SLD)

ED 446 112 TM 031 855

Russell, Michael
Summarizing Change in Test Scores: Shortcomings of Three Common

believed the training was conducted by competent presenters in a professional manner. Participants appeared to learn most about the role of formative evaluation in the CSRD program. In general, participants seemed pleased with the training materials and found the benchmarking materials for the FEPSI process to be helpful. They would have preferred more training in benchmarking and would have liked more time to practice the benchmarking process. Some recommendations are made for program improvement. Appendixes contain the school observation measure site researchers would use, a sample benchmark document, the evaluation form, and a checklist for applying the standards from the "Program Evaluation Standards," 1994. (SLD)

ED 446 133 TM 031 895

Ediger, Marlow
An Analysis of Blame for a Lack of Student Achievement.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Constructivism (Learning); Educational Change; Elementary Secondary Education; Social Problems; *Teacher Responsibility

Fixing the blame for low student achievement is not easy. As the example of the Los Angeles, California, school district shows, the problems schools face are complicated. They include overcrowding, low test scores, and the problems associated with numbers of students who do not speak English well. Low student achievement is not necessarily due to ineffective teachers. A good evaluation system should measure actual teaching. Standardized tests do not really show enough about the quality of teaching. Some alternative assessments, based on a constructivist point of view, can provide better information about student achievement. Portfolio assessment is an approach that can reflect what students actually have learned. Both testing and portfolios have roles to play in student evaluation. Adequate space and quality instructional materials are must-haves for schools before assessment takes place. (SLD)

ED 446 134 TM 031 896

Al-Bataineh, Adel T.
The Development of a Content Analysis Instrument for Analyzing College-Level Textbooks Used in the United States To Teach about the Middle East.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Content Analysis; Foreign Countries; Higher Education; *Selection; Standards; *Textbook Content; Textbooks
IDENTIFIERS- Experts; *Middle East

A content analysis instrument was developed to help educators select textbooks that deal with the Middle East and reflect the goals and standards published by UNESCO and the National Councils for Social Studies, Geography, and World History. Fifty-five goals and standards were identified from those published by the four organizations. Sixty college-level versions of which are tailored to individual participating states, contains six sets of tables: (1) correlation of school mean state assessment and NAEP scores; (2) NAEP subscale weights in accounting for state assessment results; (3) differential sensitivity of the two assessments' results to poverty; (4) differential sensitivity of the two assessments' results to minority status; (5) differential sensitivity of the two assessments' results to urbanicity; and (6) percent of NAEP-proficient students in high, medium, and low scoring schools. At the school level, most statewide reading and mathematics assessments have been moderately or highly correlated with NAEP assessments of the same subject matter. NAEP and statewide assessments measure similar achievement gaps between rich and poor schools, and they agree in the finding that in a few states the gaps are noticeably smaller than in other states. This initial report is issued as a prototype because there are many sources of variation in the relations among test scores. Overall, however, the results are encouraging. An appendix contains a list of state assessment measures used in this report. (Contains 16 tables.) (SLD)

ED 446 154   TM 031 973

Henke, Robin R.; Kaufman, Phillip; Broughman, Stephen P.;
  Chandler, Kathryn
Issues Related to Estimating the Home-Schooled Population in the
  United States with National Household Survey Data. Technical
  Report.
PUB DATE- 00
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Census Figures; *Estimation (Mathematics); *Home
  Schooling; National Surveys; Research Design; *Research
  Methodology; Tables (Data)
IDENTIFIERS- *Current Population Survey; *National Household
  Education Survey

Estimates of the number and proportions of students who are home schooled vary. This report explores differences in survey design and execution that may have contributed to the discrepancies between the estimates for the October 1994 Current Population Survey Education Supplement (CPS:Oct94) and the National Household Education Survey, Parent and Family Involvement/Civic Involvement component of 1996 (NHES:96). Data for the CPS:Oct94 came from household sampling that includes two interviews and six telephone follow-ups for each family surveyed. The NHES:96 was a random-digit dial telephone survey. Differences in sample coverage and response rates are discussed. Missing data are not likely to affect the CPS:Oct94 estimate greatly, but the effect of the lower NHES:96 household response rate cannot be estimated. Observational errors can be introduced by data collection procedures, survey instruments, and respondents. The impact of data processing errors should also be considered, but, in fact, the potential direction and magnitude of estimate differences could not be predicted for most of the methodological differences between the two surveys. The study raises research questions that should be examined to ensure accuracy in estimating the numbers of home schooled students. Appendixes contain technical notes and standard error tables. (Contains 22 tables, 7 figures and 30 references.) (SLD)

ED 446 155   TM 031 974

Risk Students; *High School Students; High Schools; *Limited English Speaking; *Literacy Education; Minority Groups

This publication documents a successful literacy program for a specific at-risk group, the Haitian Literacy Program at Hyde Park High School, Boston, Massachusetts. In operation since 1988, the Haitian Literacy Program is the longest running high school literacy program in the region for bilingual students with limited formal education. Through a case study approach, the educational success of these students and the program traits that staff and students believe have enabled academic achievement, high school graduation, and participation in higher education are examined. The program is designed for secondary school students with less than a fourth-grade level of formal education or no literacy skills in their native language or English. It is an intensive, self-contained program focused on developing the skills needed to participate in bilingual education classes. In its 9 years of operation, the program has averaged 20 students each year. Data were collected through case study and collaborative approaches from document reviews, ethnographic observations, interviews, and focus group discussions. Key elements of program success were identified as: (1) the commitment and dedication of the native language teacher; (2) the relationship between English as a second language and native language teachers and instruction; (3) the interdisciplinary, thematic, and self-contained instructional format; and (4) the self-determination of the students. Three appendixes contain discussions of data sources and initial literacy assessments and a literacy checklist. (Contains 16 references.) (SLD)

ED 446 175 UD 033 803

Witte, John F.
The Market Approach to Education: An Analysis of America's First Voucher Program.
PUB DATE- 00
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Vouchers; Elementary Secondary Education; *Free Enterprise System; Inner City; Private Schools; *Program Effectiveness; Public Schools; *School Choice
IDENTIFIERS- *Market Systems Approach; *Milwaukee Public Schools WI

In 1990, Milwaukee, Wisconsin implemented a school choice program aimed at improving the education of inner-city children by enabling them to attend a selection of private schools. This book provides a broad, yet detailed, framework for examining the Milwaukee approach and its implications for the market approach to U.S. education. It explains why the Milwaukee program seems to be working, but discusses why such programs do not necessarily promote equal education and how they might harm the disadvantaged if applied across the socioeconomic spectrum. The chapters are: (1) "Introduction"; (2) "The Enduring Controversy over Educational Choice"; (3) "Educational Choice and the Milwaukee Voucher Program"; (4) "Who Participates in Choice Programs?"; (5) "The Milwaukee Choice Schools"; (6) "Outcomes of the Milwaukee Voucher Program"; (7) "The Politics of Vouchers"; and (8) "Implications and Conclusions." (Contains 5 figures, 34 tables, and 140 references.) (SLD)

ED 446 176 UD 033 804

PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Child Development; *Diversity (Student); *Economic Factors; *Hispanic American Students; Secondary Education; Sexuality; Social Problems; Urban Youth; Values
IDENTIFIERS- *Latinos

The papers in this collection explore a variety of economic and social issues facing Latino adolescents, including those of Latino diversity or unity, sexuality, and family values. The authors discuss ways to respond to these issues, suggesting approaches that can contribute to the healthy development of Latino adolescents. The chapters are: (1) "Latino Youth: Converting Challenges to Opportunities" (Rudy Hernandez, Marcelo Siles, and Refugio I. Rochin); (2) "The Impact of Growing Up Poor or Welfare Dependent on the Economic Status of Young Adults" (Anna M. Santiago); (3) "Sexual Behaviors of Latina Adolescents" (Antonia M. Villarruel); (4) "An Ecological, Risk-Factor Examination of Latino Adolescents' Engagement in Sexual Activity" (Daniel F. Perkins and Francisco A. Villarruel); (5) "The Contrast between the Pathological Attributes and the Status/Aspirations of Mexican American Youth" (Jaime Chahin); (6) "The Multicultural Literacies of Precollege Latino Students" (Raimundo Mora); (7) "Demystifying the Images of Latinos: Boston-Based Case Studies" (Martha Montero-Sieburth); (8) "The Development of Coping Strategies among Urban Latino Youth: A Focus on Help-Seeking Orientation and Network-Related Behavior" (Ricardo D. Stanton-Salazar); (9) "Family Values of Latino Adolescents" (Heidie A. Vazquez Garcia, Cynthia Garcia Coll, Sumru Erkut, Odette Alarcon, and Linda R. Tropp); (10) "Authority Plus Affection: Latino Parenting during Adolescence" (Maribel Vargas and Nancy A. Busch-Rossnagel); (11) "Migrant Adolescents: Barriers and Opportunities for Creating a Promising Future" (Bertha Lopez, Lucila Nerenberg, and Marina Valdez); and (12) "Child Welfare and Latino Adolescents" (Robert M. Ortega). An afterword, "Pensamientos" by Martha Montero-Sieburth and Francisco A. Villarruel, summarizes important thoughts about Latino youth. Each chapter contains references. (Contains 13 tables and 7 figures.) (SLD)

ED 446 195   UD 033 826

Creating the Will: Hispanics Achieving Educational Excellence. A Report to the President of the United States, the Secretary of Education, and the Nation.
SPONS. AGENCY- White House Initiative on Educational Excellence for Hispanic Americans, Washington, DC.
PUB DATE- 00
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Educational Attainment; Educational Policy; Elementary Secondary Education; Higher Education; *Hispanic American Students; Parent Role; Preschool Education; Professional Education

This report provides data on the current educational condition of Hispanics from early childhood through graduate and professional education. It also offers strategies for multiple

PUB DATE- 99
NOTE- 192p.; For the 1996-97 edition, see ED 405 901.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Laws; Legal Responsibility; *Libraries; *Library Administration; Library Policy; Library Services; *State Legislation; *State Regulation
IDENTIFIERS- *Idaho; *Library Legislation

This new edition of the Idaho Library Laws contains changes through the 1998 legislative session and includes Idaho Code sections that legally affect city, school-community or district libraries, or the Idaho State Library. These sections include the basic library laws in Idaho Code Title 33, Chapters 25, 26, and 27, additional sections of the law referred to in the basic chapters, and other select code sections of general applicability to Idaho libraries. Highlights include: finance and revenue; tort claims against governmental entities; public writings; bribery and corruption; children and vulnerable adults; computer crime; indecency and obscenity; civil rights; school elections; school property; budget and tax levy; school funds; school bonds; state libraries; public libraries; Idaho educational technology initiative; management of institutional funds; elections; building facilities for physically handicapped; clean indoor air; powers; finance; conveyance of property; public depository law; sinking funds; prohibitions against contracts with officers; oath of office; ethics in government; contracts for printing--publication of notices; taxation; legislature; Administrative Procedure Act; and bingo and raffles. Appendices include: a table of additional Idaho Code sections containing the word "library" or "librarian"; a list of the 1999-2000 Idaho State Library Board and a select list of the Idaho State Library telephone numbers; and a subject index. (MES)

ED 445 692 IR 057 906

ERIC Users' Interchange, September 1993-Spring/Summer 2000.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 124p.; This compilation includes the 12 issues published from September 1993-Spring/Summer 2000. For the 1988-93 compilation, see ED 352 067. No issues were published during 1995. This publication has been discontinued.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Databases; Information Dissemination; Information Retrieval; *Information Services; Information Systems; Newsletters
IDENTIFIERS- *ERIC

This newsletter is prepared semiannually by the staff of Access ERIC in order to communicate matters of interest to users of the ERIC database and of other ERIC products and services. The newsletter disseminates a broad spectrum of information pertaining to ERIC, including price changes, microfiche products, ERIC clearinghouse news, search strategies, education-related databases, referral information, national-level educational studies, computer news related or extendable to ERIC, new ERIC data elements, lexicographic news, user survey data, and new publications and products. (MES)

Internet access at home and/or doesn't feel comfortable using the Internet, then it would appear logical that Mail in/Walk in registration would appear easier than WEBReg. The third most frequently indicated reason for not using WEBReg was captured in the "other reasons" category of the survey. Thirty-two percent of the "other reasons" cited indicates students' fears of using credit cards online. Likewise, 32% of the "other reasons" responses indicate a problem with the perceived ability of WEBReg. Includes the survey instrument. (VHC)

ED 445 713 JC 000 648

Schneider, Steve; Meier, Barbara
Fox Valley Technical College Academic/Faculty Advising Guidelines, 1999-2000.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Advising; *Counseling Techniques; Counselor Role; *Counselor Teacher Cooperation; Counselor Training; *Guidelines; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Fox Valley Technical College WI

This document presents Fox Valley Technical College's (FVTC) 1999-2000 academic/faculty advising guidelines for instructors, advisors, and counselors, entitled "Working Together for Student Success." These guidelines are divided into the following parts: philosophy/definition, core values, institutional advising goals, developmental approach, roles/responsibility, advisor selection, systems/processes, training, recognition/reward, evaluation/measurement, and miscellaneous - timelines, priorities, and budget. Core values examines the power of academic advising and beliefs about students, while institutional advising goals address general information/referral, educational/career, and personal/developmental items. Developmental approach targets student growth in the developmental advising model. Roles/responsibilities looks at the duties of counselors, advisors, instructors (non-advising), students/advisees, advising coordinator(s), and academic/faculty advising steering committee. Advisor selection lists the qualities of an effective advisor and addresses how they can perform effectively with a reasonable load. Systems/processes addresses the new Student Advising Program Plan/degree audit/student information system/computerized student tracking system, early academic early system, advising reference handbook, and communication. Training provides a brief description of the training sessions included in the Advising Training 100 Series. Evaluation/measurement looks at the advisor/advising program and measurement/data collection/monitoring. Miscellaneous items addressed are priorities, the budget, full implementation of the FVTC advising system, and revisions/changes to the FVTC advising guidelines. (VHC)

ED 445 714 JC 000 649

Bundy, Gail E.
Asynchronous Learning in Manufacturing: Review of Research.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, NY.
PUB DATE- 98

identifying district and college vision, mission statement and institution-wide strategic plans; second, an effective "integrated process," linking institution-wide plans with interdepartmental unit plans; and third, linkage of planning and resource allocation decisions through a college-wide collaborative governance process; (2) two funding initiatives (May, 1999), "The Workforce Investment Act (WIA)," a federal initiative describing new assessment and outcome reporting requirements for workforce development programs and services, and the "Florida Performance-Based Incentive Funding (PBIF)," a program created in 1995 to reward institutions training students in vocational skills required by local and state work force; and (3) "The Family Educational Rights & Privacy Act (FERPA)" (September, 1999), setting guidelines for the collection and sharing of student educational records. All newsletters contain brief discussions of related issues, references, and updates from some of the ten NCR community college regions. (PGS)

ED 445 734 JC 000 670

Cooney, Frank
General Studies Majors at Salt Lake Community College: A Secondary Analysis of the Fall 1999 New Student Survey.
PUB DATE- 00
NOTE- 21p.; Produced by Salt Lake Community College, Department of Administrative Services, Office of Planning and Research.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Education Work Relationship; *Majors (Students); Student Attrition; Student Characteristics; *Student Educational Objectives; *Student Surveys; Two Year Colleges
IDENTIFIERS- *Salt Lake Community College UT

This fall 1999 survey of new Salt Lake Community College (SLCC, Utah) students compared the clarity of career and educational goals expressed by General Studies majors with other students, and considered implications with respect to student success. General Studies majors, representing 35% of the student population, include students with undeclared majors as well as students seeking to transfer from a general composite education program. Surveys were mailed to 5,196 new students, 1,339 of whom responded for a response rate of 25.8 percent. Due to the voluntary, non-random nature of the sample, the following observations were tentative: (1) over one-third (38%) of General Studies majors had goals similar to other specific majors at SLCC (suggesting 2,250 students could conceivably be majors in other specific SLCC academic programs); and (2) while the majority (66%) of General Studies majors stated that they had a career or job goal, 76% identified themselves as undecided about their major. Citing research indicating that indecision about one's major field of study and future career plans can have a negative effect on student success, the report argued that this large undecided student population was most in need of assistance by faculty and student services. The document concluded with recommendations for student tracking, academic advising, and career counseling. (Contains 14 references.) (PGS)

ED 445 735 JC 000 671

Overview of Linking the Strategic Planning, Institutional Effectiveness and Student Outcomes Assessment, and Resource

Glendale Community College Program Review/Program Improvement
Self Study Instructional Program.
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Assessment; *Program Evaluation; *Program Improvement; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Glendale Community College CA

This document presents the assessment instrument used in Glendale Community College's (California) instructional program review and improvement self-study report. This document contains the following chapters: (1) response to demand, which looks at demand, offerings, and scheduling in the areas of enrollment, FTES by course/program, number of majors, reasons for taking courses, number of sections, number of sections added/deleted/cancelled, fill rate, and student satisfaction with scheduling; (2) curriculum and learning methods, which examines courses and content (courses not offered, course revisions and additions, and course standards), pre-/co-requisites (prerequisites, co-requisites, and advisories), transfer and articulation (transfer status of courses and articulation), and learning methods (active learning, development of technological literacy and thinking skills and liaison/coherence); (3) student success and equity, which explores enrollment (first census enrollment), retention and success (attrition, retention, success rate, and grade distribution), and goal completion (degrees, certificates, and transfers); (4) program management, which discusses efficiency (faculty load and administrative efficiency) and planning (planning effectiveness); (5) personnel, which looks at staffing (FTEF, adjunct FTEF, and FT/PT, overload and large lecture, and teaching/service time), professional qualifications (FT faculty qualifications and development activities), professional activities (FT faculty professional activities and committee participation), diversity (FT faculty diversity), and future needs (projected staffing). (VWC)

ED 445 755   JC 000 696

Faculty Development: A Senate Issue.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Governing Councils; *Community Colleges; *Educational Practices; *Faculty Development; Teacher Surveys; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This report summarizes existing practices as reported by the faculty development survey respondents, outlines steps and offers recommendations that local senates can take to increase faculty involvement in faculty development programs, and provides information on possible untapped professional development funding sources. It includes the following sections: (1) an historical perspective; (2) a look at the problems today, which are primarily related to funding, policy, and accountability; (3) survey results, which reveal that: committee structures vary, funding allocations are uncertain importance of high-quality child care, while chapter 3 maintains that many low- and moderate-income parents cannot afford high-quality child care. Chapter 4 describes government initiatives for child care, parenting education, and after-school programs and argues that governmental support has been inadequate. Chapter 5 argues that investing in high-quality early childhood education eventually saves money through reduced costs of crime, welfare, and remedial education and in added revenues from taxes paid when preschoolers become adult workers. Chapter 6 presents a call for action by child development experts and law enforcement officials to increase federal and state funding of educational child care programs. Contains 88 endnotes. (KB)

ED 445 775 PS 028 611

Still! Unacceptable Trends in Kindergarten Entry and Placement. A Position Statement. Revision and Update.
PUB DATE- 00
NOTE- 19p.; This position statement was adopted at the Annual Meeting of the National Association of Early Childhood Specialists in State Departments of Education (Chicago, IL, November 11, 1987). For 1987 Position Statement, see ED 297 856.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Age Grade Placement; Developmentally Appropriate Practices; Educational Practices; Grade Repetition; *Kindergarten; *Kindergarten Children; Position Papers; Primary Education; School Entrance Age; *School Readiness; Social Promotion; Student Adjustment; *Student Placement; *Transitional Programs
IDENTIFIERS- National Association Early Childhood Specialists

Noting that the persistence of unacceptable trends in kindergarten entry and placement practices narrows the curriculum in kindergarten and primary education, constricts equal educational opportunity, and curtails the exercise of professional responsibilities of early childhood educators, this position statement of the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) is offered to increase public awareness about educational policies and practices affecting young children. Following an overview, the statement discusses six principles of kindergarten entry and placement related to: (1) guarding the integrity of effective, developmentally appropriate programs for young children; (2) enrolling children in kindergarten based on their legal right to enter; (3) involving kindergarten teachers and administrators in student assessment decisions; (4) rejecting retention as a viable option for young children; (5) using kindergarten entrance tests in initial planning and information-sharing with parents; and (6) welcoming all children into heterogeneous kindergarten settings. The statement concludes with a challenge to make adjustments that would make education more responsive to the needs of young children, and to allow only those practices that are beneficial to young children. (Contains 48 references.) (KB)

ED 445 776 PS 028 652

Martin, Joan; Powers, Linda; Ward, Jamie; Webb, Michelle
Empowering Intrinsic Learners.
PUB DATE- 00
NOTE- 125p.; Master's Action Research Project, St. Xavier

to have a new, sustained focus on the years birth through five. The motto, "The Stronger the Start, the Better the Finish," is suggested for this policy focus. The paper challenges professionals to help parents in their child's earliest months, to move beyond the current early childhood system of patchwork programs, to change their thinking about how children think, and to collaborate to increase children's chances for success. The paper highlights the French and Italian early childhood education systems as providing valuable information for this country. The following suggestions offered for consideration by the Summit participants are outlined: (1) expand the Family and Medical Leave Act to allow more parents time with their infants; (2) enact universal voluntary prekindergarten programs; (3) translate research on brain development for parents' use; and (4) elevate the childcare profession and make sure that all teachers have a bachelor's degree with necessary specialized knowledge. (KB)

ED 445 794 PS 028 879

Riley, Richard W.
Annual Back to School Address, "Times of Transition," National Press Club (Washington, D.C., September 7, 2000). Remarks as Prepared for Delivery by U.S. Secretary of Education Richard W. Riley.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Children; Educational Policy; Educational Practices; *Elementary Secondary Education; *Preschool Education; Program Descriptions; Public Policy; *Transitional Programs; Youth Problems
IDENTIFIERS- *Transitional Activities

This document comprises the remarks of Richard Riley, the U.S. Secretary of Education, at the National Press Club in Washington, D.C. on September 7, 2000 for his annual "Back-to-School" speech. Presented in four parts, the speech focuses on important transitions through children's education. Part 1 maintains that it is imperative that a new, sustained focus be put on birth to 5 years, especially on relationships, resilience, and readiness. This section also recommends that educators do a better job in educating parents on how they can help their children get ready for school. Part 2, dealing with middle school transition, notes the importance of engaging parents in their teens' development, and maintains that middle schools need to examine their goals as they strive to respond to students' developmental needs and to demands for student achievement. This section argues that too much of the middle school curriculum is repetitive and that teachers receive little support in out-of-field teaching. Part 3 addresses the transition to high school and advocates the creation of summer academies to help youth improve their reading and other academic skills to prevent high school dropout. This section also suggests the creation of freshman academies, the support of parent involvement, and the development of mentors. The section argues that society needs to create well-thought-out transitions or rites of passage into adulthood for all youth. Part 4 deals with reclaiming the senior year of high school for educational purposes and announces a commission to review the disconnections between K-12 and postsecondary education. (KB) following articles: (1) "Is It My Turn to Work?" (Carole M. Grates); (2) "Pass the Peace, Please: Teaching Young Children To Live Peacefully" (Holly E. Brophy-Herb); (3) "Massage for Children: More than Just a Hug!" (Mary Margaret Crombez); (4) "Child Directed Learning: The Project Approach" (Mary Trepanier-Street, Lori Gregory, and Jennifer Bauer); (5) "Rewards of Co-oping: What's in It for You and Your Family" (Laura N. Sweet); (6) "Helping Hints for Nursery Parents" (Marjorie Kunz); and (7) "One Step Ahead: The First Years Last Forever."(KB)

ED 445 812 PS 028 911

Haddad, Lenira
The Ecology of Day Care: Building a Model for an Integrated System of Care and Education.
PUB DATE- 00
NOTE- 20p.; Paper presented at the European Conference on Quality in Early Childhood Education (10th, London, England, August 29-September 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; Cultural Influences; *Day Care; Early Childhood Education; Family Life; Foreign Countries; *Models; *Public Policy; Socialization; Systems Analysis
IDENTIFIERS- Brazil; Ecological Perspective; Europe

In the past few years, the care and education dimensions of day care have occupied a prominent place in scientific and political debate in Brazil and internationally. This study used an ecological perspective to examine the interconnections surrounding the dimensions of early care and childhood education and the forces that promote or restrain their integration. Information was gathered through interviews with early childhood and child care professionals on study trips to and internships in Western European countries. An ecological model of day care was traced and enlarged through an examination of child care in European, especially Scandinavian, countries. The model was further extended to the context of present-day Brazil to place Brazil in a transition context of common conflicts and challenges. The major findings of the study suggest that when primary socialization of children remains as a family task or is delegated to market forces, the development of integrated child care policies are restrained. When socialization is considered a public task, a more comprehensive approach is pursued. The integration of care and education is directly associated to the interconnectedness of early childhood services and family life. The United Kingdom, Ireland, Luxembourg, and Holland were identified as countries with an extreme tendency to consider child socialization as a private issue. Germany, Belgium, Spain, France, Greece, Italy, and Portugal compose the middle block and have strengthened the educational dimension of early childhood services. Denmark, Sweden, Norway, and Finland express a shared model of responsibility between family and public power, with early childhood services integrated in a more comprehensive social policy. (Contains 112 references.) (KB)

ED 445 813 PS 028 912

Seng, Seok-Hoon
A Transactional Approach to Children's Learning in a Knowledge-Based Society.

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Case Studies; Comparative Analysis; Context Effect; *Developing Nations; *Educational Change; Educational Facilities; Educational Practices; *Educational Quality; *Elementary Education; Foreign Countries; Parent School Relationship; Parent Student Relationship; Qualitative Research; School Community Relationship; Student School Relationship; Teacher Administrator Relationship; Teacher Effectiveness; Work Environment
IDENTIFIERS- China; Guinea; India; Mexico

This report details a study combining qualitative and quantitative research tools to compare the functioning of schools in China, Guinea, India, and Mexico and in different development contexts within each country. The focus of the analysis was on the critical factors determining the quality of the interactive process taking place in schools, how these factors relate to student performance, and how this performance can be improved. The report is organized in three parts. Part 1 contains a general description of the study, its methodological approach, the research objectives, and the contrasting localities selected in each country. Part 2 compares the principal findings of the case studies, with chapters dealing with problems relating to the interactions between the school, parents, and pupils; the material conditions of teaching; teachers' problems; how schools operate; and the teaching-learning process. This part also analyzes the communication and numeracy skills of pupils in the fourth grade and sixth or final grade of primary schooling. Part 3 summarizes the major findings and examines implications for planning and management. Appended are results of regression analyses examining variations in achievement scores between learners in Mexico, India, and Guinea. Contains 79 references. (KB)

ED 445 831 PS 028 935

Rice, Judith Anne
Those Ooey Gooey Winky Blinky but...Invisible Pinkeye Germs = Esos Pringosos Viscosos Pestaneantes Parpadeantes pero...Invisibles Germenes que Causan Conjuntivitis. Children's Health Series .
PUB DATE- 00
NOTE- 34p.; Illustrated by Julie Ann Stricklin. Translated by Eida de la Vega. Published by Redleaf Press.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Children; *Childrens Literature; *Communicable Diseases; Disease Control; Prevention
IDENTIFIERS- *Conjunctivitis

Conjunctivitis, or pinkeye, is the common eye infection in the United States. Noting that children under age 5 are the most susceptible and that the early school and child care setting is the ideal place for these germs to thrive, this children's book, written in both Spanish and English, explains how conjunctivitis germs (pinkeye) can be spread from person to person and what children can expect for treatment. The book

PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Development; *Child Health; *Day Care; Disadvantaged Youth; Early Childhood Education; Educational Needs; Family Needs; Poverty; Prenatal Care; *Rural Areas; Rural Schools; School Community Relationship; *School Readiness; *Young Children
IDENTIFIERS- Access to Services; *National Education Goals 1990

National Education Goal One, "All children in America will start school ready to learn," seems simple, but being ready for school requires meeting certain needs related to physical, social, emotional, cognitive, and language development. Families, schools, and communities each have responsibilities in these areas. Families in "ready" homes provide opportunities for children to interact with people, places, and objects; know how to handle stress; have access to high-quality child and health care; and know whom to call for information and help. "Ready" schools allow space for children to work alone or in groups and to move about; do not require children to sit still for long periods of time, participate in countless skill drills, or spend their time filling out workbook pages; allow children to explore the classroom; and provide opportunities for play. The "ready" school is also equipped to cope with differences among young children, expects all children to learn, and is open to community members. In "ready" communities, families and community groups collaborate with the school and agencies that serve families and children. Everyone agrees on a long-term vision for young children. Rural areas have trouble meeting these expectations because of factors arising from geographic isolation and limited resources. Increasing rural families' access to health care and affordable, high-quality child care are the two major challenges for rural areas. Six suggestions for helping rural children succeed are: support high-quality and developmentally appropriate programs, assess children appropriately, link community resources, encourage joint staff development, offer parent training and support, and improve access to quality health care. (Contains 43 references.) (TD)

ED 445 850 RC 022 615

Report on Tribal Priority Allocations.
PUB DATE- 99
NOTE- 166p.; Some graphics may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indians; Disadvantaged; Elementary Secondary Education; *Federal Indian Relationship; *Federal Programs; *Financial Support; Postsecondary Education; Tables (Data); Tribal Government; Tribal Sovereignty; *Tribes; Trust Responsibility (Government)
IDENTIFIERS- *Bureau of Indian Affairs; *Tribal Management

As part of Bureau of Indian Affairs (BIA) funding, Tribal Priority Allocations (TPA) are the principal source of funds for tribal governments and agency offices at the reservation level. According to their unique needs and circumstances, tribes may prioritize funding among eight general categories: government, human services, education, public safety, community development, resources management, trust services, and general administration. In 1997, Congress directed the BIA to examine

NOTE- 21p.; In: Learn in Beauty: Indigenous Education for a New
Century; see RC 022 648.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; *Bilingual Students; Bilingualism;
Diglossia; Elementary Education; *Elementary School Students;
Foreign Countries; *Language Dominance; *Language Proficiency;
Mexicans
IDENTIFIERS- *American Indian Students; Mexico (Chihuahua State);
*Tarahumara (Tribe)

This paper examines the language dominance and oral bilingual proficiency of Tarahumara-Spanish speaking students from Chihuahua, Mexico, within the framework of Cummins' model of bilingual proficiency development. Cummins' model distinguishes between basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP). The children in this study lived in a Tarahumara village and attended a weekday boarding school in which Spanish was the language of instruction and Tarahumara was used as a support in the classroom. Bilingual interviews were conducted with 66 children in grades 1-6 using the Entrevista Bilingue, in which picture stories elicited bilingual dialogue and served as the basis for free narration tasks. Data analysis showed that 29 percent of the children were bilingual, Tarahumara-dominant, and 64 percent were balanced bilinguals who showed comparable, advanced or native-like levels of conversational proficiency and minimally acceptable text production in both languages. The results indicate that exposure to Spanish-only instruction did not result in attrition of Tarahumara conversational proficiency. Findings also indicate that the constructs of BICS, CALP, and language interdependence in the oral domain are applicable to a context of diglossia, and that the Entrevista Bilingue can be a useful tool for teachers. (Contains 20 references.) (SV)

ED 445 869 RC 022 654

Weenie, Angelina
Post-Colonial Recovering and Healing.
PUB DATE- 00
NOTE- 7p.; In: Learn in Beauty: Indigenous Education for a New
Century; see RC 022 648.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Boarding Schools; Canada Natives; Change Strategies;
*Colonialism; Empowerment; Foreign Countries; *Indigenous
Populations; *Power Structure; *Racial Discrimination; Role of
Education; Self Concept; Sex Discrimination
IDENTIFIERS- Hegemony; *Oppression; *Patriarchy; Political Action

Notions of white supremacy, racism, sexism, and patriarchy constitute the power relationships and hierarchical structures of colonialism. Power is accessed when certain cultural forms are made to prevail over others, thus producing racialized and marginalized identities. The will to control what is different is the main tenet of colonialism. European supremacy is based on the civilized/uncivilized dichotomy. The colonizers are depicted as advanced, the colonized as backward. This dichotomy permits ideas about the biological bases of racial inequality, supports dominance and control, and is also used to define

Sustainable Development. The objectives of the conference were to define the essential knowledge and skills of the environmentally literate engineer, agree on the fundamental principles of teaching, assist educators in developing curricula, provide examples of initiatives, and establish a network for a continuing exchange of information and experience. The report includes an executive summary, an introduction, the conference program, notes from the opening session, keynote addresses, working groups, plenary presentations of case studies and a closing session, and conference conclusions and recommendations. (WRM)

ED 445 889 SE 063 704

Schneider, Rebecca M.; Krajcik, Joseph
The Role of Educative Curriculum Materials in Reforming Science Education.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 30p.; Funded by a Center for Learning Technologies in Education grant.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Instructional Effectiveness; *Instructional Materials; *Knowledge Base for Teaching; Middle Schools; *Pedagogical Content Knowledge; Physics; *Science Curriculum; Science Education; Scientific Concepts; Teacher Improvement; Teaching Methods; Teaching Skills

Recent reforms in science education call for curricula designed to support students' construction of knowledge through inquiry. Teachers need to learn new methods and content to enact reform-based curriculum, and educative materials designed to address teacher as well as student learning are one vehicle for this type of reform. This paper describes the development and use of science curriculum materials that are consistent with constructivist ideas, address national and local goals for student learning, and are educative for teachers. Three middle school teachers with limited experience in physics and project-based science enacted a 10-week unit on force and motion using these curricular materials. The findings of this study indicate that teachers used and learned from the materials and that the educative features that addressed content pedagogical knowledge were used more often and more effectively than those materials that addressed either pedagogical or content knowledge only. (Contains 18 references.) (Author/WRM)

ED 445 890 SE 063 706

Taines, Cynthia; Schneider, Rebecca; Blumenfeld, Phyllis C.
Observations of Urban Middle School Students Engaged in Technology-Supported Inquiry.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; Force; Hands on Science; *Inquiry; *Middle School Students; Middle Schools; Minority Groups; Motion; Scaffolding (Teaching Technique); *Science Curriculum; Science Instruction; Scientific Concepts; *Student Behavior;

factor in conceptual change; however, there is not enough evidence showing any relationship between cognitive conflict and conceptual change in the literature. This study aims to develop and validate the Cognitive Conflict Levels Test (CCLT) instrument which would: (1) measure cognitive conflict levels; (2) be capable of administering to elementary school students in a relatively short period of time; (3) be easily scored; and (4) require as little reading and writing as possible in a demonstration situation. In order to understand the levels of conflict, a model of cognitive conflict was formulated and features three stages: (1) preliminary stage; (2) conflict stage; and (3) resolution stage. (Contains 32 references.) (YDS)

ED 445 914 SE 064 086

Klein, Stephen; Hamilton, Laura; McCaffrey, Daniel; Stecher, Brian; Robyn, Abby; Burroughs, Delia
Teaching Practices and Student Achievement: Report of First-Year Findings from the 'Mosaic' Study of Systemic Initiatives in Mathematics and Science.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 00
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Critical Thinking; *Educational Change; Elementary Secondary Education; Mathematics Education; Problem Solving; Professional Development; Science Education; *Teaching Methods; Urban Schools
IDENTIFIERS- National Science Foundation; *Systemic Educational Reform

This book reports on the first wave of the Mosaic Project which investigates the effects of educational change and teaching practices in mathematics and science on student achievement. The Mosaic project was supported by the National Science Foundation (NSF) and featured two waves. The states that participated in the first wave were State Systemic Initiatives (SSIs) in Connecticut and Louisiana; Urban Systemic Initiatives (USIs) in Columbus, OH and San Francisco, CA; and Local Systemic Change (LSC) projects in Fresno, CA, and El Paso, Socorro, and Ysleta, TX. This document contains four chapters: (1) "Introduction: The Systemic Initiatives Programs, Earlier Evaluations of Systemic Initiatives, Evidence of Relationships between Teaching Practices and Achievement, Measuring Student Achievement, Overview of the Mosaic Project"; (2) Methods: Site Selection, School, Subject, and Grade-Level Selection, Data Collection, Participation Rates, Analysis"; (3) First-Year Results: Distribution of Teaching Practices, Relationships between Teaching Practices and Achievement, Alternative Formulations for Site Models, Differences between Test Formats, Study Limitations"; and (4) Discussion: Summary of Year 1 Findings, Plans for Future Data Collection and Analysis". (Contains 33 references.) (YDS)

ED 445 915 SE 064 091

Interchange 63: The Impact of Information and Communications Technology Initiatives.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

analyses of the data did not support the hypothesized model for interactive learning styles. However, the analysis did suggest an alternative model; and, did support the hypotheses that interactive learning styles are different among various respondent subgroups including, male and female, white and minority, and freshman and seniors. While the interactive learning style of students learning by themselves contributed most to the success of five of the seven respondent groups, the two groups which have the lowest retention rate nationwide, minorities and freshman, did not state learning by themselves contributed most highly to their success. Learning with other students contributed most highly to minority students' success, and learning with faculty in an informal environment, outside of class, contributed most to the freshman students' success. While traditional instructional strategies appear to support the students who are traditionally successful in engineering program, they may fail to provide the same opportunities to their more diverse students. By providing the information learned about interactive learning styles, engineering administrators and faculty can become aware of alternative instructional strategies which can encourage the same level of participation and inclusion by these diverse students. (Author)

ED 445 938   SE 064 194

van Weelie, Daan; Wals, Arjen E. J.
Education for Sustainability, Biodiversity, Ill-Definedness and Respect for Pluralism.
PUB DATE- 00
NOTE- 22p.; Adapted from papers presented at the Annual Meeting of the Australian Association of Environmental Education (Sydney, Australia, January 1999) and the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Financed by the Dutch Ministry of Agriculture, Nature Management and Fisheries.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biodiversity; Biology; *Conservation (Environment); Curriculum Development; Decision Making; Elementary Secondary Education; *Environmental Education; Foreign Countries; Learning Activities; *Sustainable Development
IDENTIFIERS- Equality (Social); *Netherlands

This paper presents a research project that investigates the values and uses of biodiversity. It was jointly investigated by the Wageningen Agricultural University and the University of Utrecht. The study engages a research-based stepping stone procedure for curriculum developers and educators in the (re)designing of teaching and learning in both formal and non-formal education. As a part of environmental education, sustainability education helps in critical decision making. The evolution from nature conservation education to environmental education to education for sustainable development can be characterized by the increasing awareness of the need for self-determination, democratic processes, and linkages between environmental and social equity. This research investigates the multilevel question, "What are the basic criteria, guidelines, principles, and constraints when developing the theme of biodiversity from an environmental education perspective?" Four main research tools have been used that include expert consultations, literature review, Delphi-study, and action research. (Contains 30 references.) (YDS)

(Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; *Educational Change; Elementary Secondary Education; Program Implementation; *School Community Relationship; School Culture; *Service Learning; Social Studies; *Student Participation
IDENTIFIERS- Connecticut; Massachusetts; Washington

This theme issue of "Service-Learning Network" explores some challenges and rewards of integrating service learning into school and community culture. The lead article, "Integrating Community Service Learning with School Culture" (Sheldon Berman), surveys the integration of community service learning in the culture of school reform. "Program Profiles" from schools in Washington, Massachusetts, and Connecticut were assembled by the "Compact for Learning and Citizenship" to provide support for the lead article. The Constitutional Rights Foundation's publication "Active Citizenship Today Implementation Guide" is reviewed, and appearing in the FYI section are resources of interest to educators and others working with youth. (BT)

ED 445 961 SO 031 470

Gomez, Barbara
Service-Learning: Every Child a Citizen. Issue Paper.
PUB DATE- 99
NOTE- 14p.; For related items, see SO 031 471-472 and SO 032 064-065.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Elementary Secondary Education; *School Community Programs; *Service Learning; Social Studies; *Student Participation; Student Volunteers
IDENTIFIERS- *Youth Community Service

In 1997 the Education Commission of the States (ECS) created the Compact for Learning and Citizenship (CLC), an organization of state and district superintendents working to improve student learning through civic involvement and the use of volunteers. This issue paper provides an overview of service-learning, discussing impact, alignment with improving education, civic responsibility, voluntary versus required service, guidelines for effective practice, systems and strategies of support, and resources to integrate service-learning into K-12 schools. Contains 10 references, 10 selected resources, and 6 Web sites. (BT)

ED 445 962 SO 031 471

Kinsley, Carol W.; Southworth, Ann; Boston, Bruce O.
Service-Learning: An Education Strategy for Preventing School Violence. Issue Paper.
PUB DATE- 99
NOTE- 18p.; For related items, see SO 031 470-472 and SO 032 064-065.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; Educational Policy; Elementary Secondary Education; *Moral Development; School Community Programs; *Service Learning; Social Studies; *Student Participation; Student Responsibility; Student Volunteers; *Violence

witnessed as reflections in a mirror, according to one jazz musician, and with the nature of risk in understanding what is possible, according to another. It discusses the California based program, SUAVE (Socios Unidos para Artes via Educacion, or United Community for Arts in Education), its impact on teachers learning to integrate the arts throughout the curriculum, and a key aspect of the program -- the weekly 2-hour meeting called the "coaches meeting." The paper argues that in the SUAVE artist community, the artists/coaches are like a jazz ensemble practicing and experimenting with their art form: professional development in the realm of the arts. It considers that the meetings provide practice in the form of a jam session with improvisation in the same areas as a jazz ensemble: creative and critical thinking and reflection, concentration, listening, responding, reaching, and risk taking are key to the process. The paper finds that the weekly coaches meetings create a culture that builds trust, confidence, security, support, ownership, and offer an opportunity to practice flexibility. (Contains 15 references.) (BT)

ED 445 984 SO 032 058

Jacobs, Victoria R.; Goldberg, Merryl R.; Bennett, Tom R.
Teaching Core Curriculum Content through the Arts.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Spencer Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Expression; Classroom Techniques; *Core Curriculum; Elementary Education; Fine Arts; *Interdisciplinary Approach; *Scientific Concepts; Student Motivation

Arts in elementary schools have often been separated from the core curriculum and offered as enrichment activities that are considered beneficial but not essential. This paper highlights how teaching science through the arts can help students more deeply understand core scientific concepts. Specific examples in the paper depict lessons of different lengths in a variety of science topics, art techniques, and grade levels (1-5). The paper's examples show different uses of teaching through the arts; for example, arts can help introduce a topic to students and/or help them review information they have already been studying. Finally, the paper states that this set of examples was chosen to illustrate some additional benefits of teaching through the arts such as engaging and motivating students, reaching "all" students (including some who are traditionally unsuccessful), and introducing students to the arts themselves. (BT)

ED 445 985 SO 032 059

Jacobs, Victoria R.
What Happens When the Artistic World and a Teacher's World Meet?
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Spencer Foundation, Chicago, IL.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28,

ED 446 006 SO 032 154

Bresler, Liora, Ed.; Ellis, Nancy C., Ed.
Arts and Learning Research, 1999-2000. The Journal of the Arts and Learning Special Interest Group of the American Educational Research Association (Montreal, Quebec, Canada, April 1999).
PUB DATE- 00
NOTE- 255p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- *Art Education; Classroom Techniques; Elementary Secondary Education; Higher Education; Instructional Effectiveness; *Interdisciplinary Approach; Literature; *Music Education; *Theater Arts; *Visual Arts
IDENTIFIERS- Special Interest Groups

This volume contains papers which encompass visual arts, drama, music, literature, and poetry education, creating a space for scholars from diverse intellectual traditions. Following editorial notes and a message from the Arts and Learning Special Interest Group Chair, David Betts, are the papers of part 1, The Interconnectedness of Issues across Scholarly Boundaries and Disciplines: "A Comparative Exploration of Art and Science" (M. D. Osborne; D. J. Brady); "Action Poetry as an Empowering Art: A Manifesto for Didaction in Arts Education" (F. V. Tochon); and "What Should the Music Education Profession Expect of Philosophy?" (W. D. Bowman). Papers under part 2, The Body as Central in Understanding and Making Sense, are: "The Semiotics of Art and Body in Visual Culture: Introduction" (D. L. Smith-Shank); "The Semiotics of Children's Bodies as Found in Popular Media" (P. Duncum); "Facing Oneself: An Embodied Pedagogy" (R. L. Irwin); "Conversation about Necks -- and Minds and Bodies" (C. S. Jeffers); "Birthing Ground" (L. A. Kantner); "Mirror, Mirror on the Wall: Searching for the Semiotic Self" (D. L. Smith-Shank); "Student Bodies as Bodies of Knowledge: Moving Beyond Cartesian Pedagogy" (S. Urso Spina); "Carolee Schneeman as Image and Maker" (M. Wyrick); and "Absence of Body as Context Problem in E-mail Communication" (R. M. Diket). Papers under part 3, Teaching the Arts at the University Level, are: "Blocks and Bridges: Learning Artistic Creativity" (P. James); "Exploring New Possibilities and the Limits of Theatre Education: A Role-Play Project with Adolescent Actors to Improve Physicians' Communication Skills" (S. Schonmann; D. Hardoff); and "Expanding the Thinking Potential of Preservice Art Teachers" (E. Kowalchuk). Papers under part 4, Teaching the Arts in Elementary and Secondary Classrooms, are: "Arts Every Day: Classroom Teachers' Orientations toward Arts Education" (B. McKean); "Contexts of Music Classroom Management" (J. Russell); and "National Board Certification in Art and Its Potential Impact on Graduate Programming in Art Education" (L. A. Kantner; M. J. Bergee; K. A. Unrath). (BT)

ED 446 007 SO 032 157

Kyvig, David E.; Marty, Myron A.
Nearby History: Exploring the Past around You. Second Edition. American Association for State and Local History Book Series.
PUB DATE- 00
NOTE- 285p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

by women. Women hold 58.1 percent of the 7,751 paid assistant coaching jobs within women's NCAA intercollegiate athletic programs. A total of 17.8 percent of women's programs are directed by females, a decrease from 1998, and 23 percent of women's athletic programs have no females in the athletic administrative structure. A total of 856 institutions have full-time sports information directors (up from 1998), and 899 institutions have full-time head athletic trainers (also up from 1998). (SM)

ED 446 030 SP 039 460

Smith, Robin G.; Coldron, John
How Does Research Affect Pre-Service Students' Perceptions of Their Practice?
PUB DATE- 00
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Inquiry; Preservice Teacher Education; *Student Research; *Student Teacher Attitudes; Student Teachers; Theory Practice Relationship
IDENTIFIERS- England

This study examined how preservice teachers perceived the research element of their undergraduate education, collecting data from two student cohorts in their final year (109 students during the 1997-98 academic year and 140 during the 1998-99 year). Researchers examined how students felt about the program strand designed to enhance their understanding of the use of research in relation to teaching. Three research units (Critical Reading of Research, Preparation of a Research Proposal, and Individual Inquiry) spanned the general commitment to educational research and students' subject specialization. Data collection included student surveys, interviews with five students, a focus group to test emerging interpretations, and focused interviews with seven students to explore their perceptions of the research role in relation to their professional identities. Most respondents perceived research as a vital aspect of their teaching practice. Students tended not to have a clear conception of the theory-practice relationship. All students mentioned the significance of choice in the research units. Students all cited direct implications of their research for their work as teachers and emphasized the need to take an inquiring stance toward teaching. An appendix presents a summary of the individual profiles for 1998-99 interviewees. (Contains 21 references.) (SM)

ED 446 031 SP 039 461

Wootton-Don, Lacey
Authority Discourse: An Examination of One Classroom's Authority Structure.
PUB DATE- 00
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Schools; Satisfaction; *Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- Embarrassment; *Emotions; Shame

The author conducted a self-study of his emotional experience as an elementary teacher. During a sabbatical from a position as an education professor in a teacher education department, he spent 1 year teaching half-time in a first-second-third grade blended classroom. Teacher emotions were located in a larger sociocultural context. The paper examines the experiences of joy, anxiety, embarrassment, and guilt as well as the overall experiences of frustration and emotional management. It concludes that teaching is inherently emotionally stressful work, and much of the stress is contained in the role and social structure of teachers' work. Among a set of recommendations, the paper calls for the explicit study of emotions in teacher education curricula. In addition, it is recommended that teacher education programs teach political advocacy skills so teachers can more effectively influence policy decisions that affect the quality of their work lives. (Contains 26 references.) (Author/SM)

ED 446 050 SP 039 481

Smagorinsky, Peter
What English Educators Have To Say to Assessment Specialists.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *English Instruction; English Teachers; Evaluation Methods; Higher Education; Language Arts; Language Usage; Literature; Standardized Tests; *Student Evaluation; Writing Skills

This paper discusses the hazards of using standardized assessment in English/language arts. Using standardized tests to measure student competency with language is problematic because of inattention to what counts as appropriate language usage. Standardized tests reify textbook language usage only and do not distinguish between correct and stylistically appropriate language. Assessment of literature typically involves a brief passage from a story followed by questions asking the student to identify themes or key facts. Though it is important to be able to make sense of a text before doing other things with it, it is those other things that are primarily beneficial in reading the literature. Those other things would be difficult to assess with conventional standardized testing. Writing is not always part of the assessment because it cannot be machine graded. Grading is done by a cadre of raters who score papers in reasonably similar ways. However, good writing in one context might be viewed as bad in another. It is questionable to claim that a student's production in response to a prompt will yield writing that raters can sensitively evaluate according to a common rubric. Also, quality writing usually occurs over time, not in a high-pressure situation. (SM)

ED 446 051 SP 039 482

Ginsberg, Margery B.; Wlodkowski, Raymond J.
Creating Highly Motivating Classrooms for All Students: A Schoolwide Approach to Powerful Teaching with Diverse Learners. The Jossey-Bass Education Series.
PUB DATE- 00

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Participative Decision Making; Reflective Teaching; *Student Centered Curriculum; Student Participation; Teacher Attitudes; Teacher Characteristics; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Learner Centered Instruction

This study examined the meaning of learner centeredness from the perspectives of practicing elementary, secondary, and postsecondary teachers who were constantly working to live out this concept in their teaching lives. The primary data sources were teacher interviews collected from each participant during a larger study on how teachers came to take a learner-centered stance and a review of literature on learner centeredness. All teachers were part of Foxfire, a culturally responsive, community focused, learner-centered approach to teaching, learning, and curriculum. During the interview, respondents discussed what learner centeredness meant to them and how they came to be the teachers they currently were. Respondents received a copy of the transcripts of their interviews so they could review them and record any corrections, elaborations, or new information. Data analysis led to a descriptive definition of the term learner centeredness comprised of five elements: the teacher's focus is on the learners; the teacher guides and facilitates learning; the teacher promotes active learner engagement; the teacher promotes learning through interactive decision making; and the teacher is a reflective, ongoing learner. (Contains 47 references.) (SM)

ED 446 071   SP 039 508

Baume, David; Yorke, Mantz
Validity and Reliability in the Evaluation of Portfolios for the Accreditation of Teachers in Higher Education.
PUB DATE- 00
NOTE- 13p.; Paper presented at the American Association for Higher Education Assessment Forum (June 17, 2000). Page 11 is cropped.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Evaluation Methods; Foreign Countries; Higher Education; *Portfolio Assessment; *Reliability; *Teacher Certification; *Teacher Evaluation; *Validity
IDENTIFIERS- Authentic Assessment; United Kingdom

This paper examines the use of portfolio evaluation in accrediting higher education teachers in the United Kingdom. It explains portfolios as an approach to authentic assessment and discusses the issue of reliability in portfolio assessment when teacher accreditation depends on it. Researchers investigated one course, collecting data on 53 assessments from college records. The portfolios of 20 of those were regraded by trained assessors. The original 53 assessments were subjected to various statistical tests. The percentages of exact and close agreement were computed for six groups of items from the 74 comprising portfolio assessment. The experimental assessors marked more harshly than the original assessors, so subsequent findings were restricted to the original assessments. Interrater correlations ranged from -0.010 to 0.67. Patterns of agreement between the pairs of raters were significantly different from what would have been expected as a result of

IDENTIFIERS- *United States (Midwest)

This report presents research from seven Midwestern states on teacher shortages, using data from teams of state, higher education, and teacher union officials who selected the highest priority indicators of teacher supply and demand. Researchers conducted a data gap analysis to identify data being collected nationally and statewide regarding the key indicators. Results indicate that: most Midwestern states do not have the information needed to make good policy decisions in this area; there are shortages of teachers in some but not all curriculum areas; changing demographics have increased the need for teachers of color; special education is a unique area of concern regionally and nationally; the region produces enough elementary teachers; and teacher attrition is a problem regionally. Recommendations include: leadership in state agencies and legislatures need to make data collection and analysis a priority; more effective efforts are needed to communicate teacher supply and demand situations to policymakers and the general public; and state agencies need support as they seek ways to improve information on teacher supply and demand. The four appendixes present: methodology and limitations; models for determining shortage areas; shortage areas identified by the American Association of Employment in Education and several states; and reasons for leaving. (Contains 23 references.) (SM)

ED 446 091 SP 039 536

Zane, Lawrence
The Adult Basic Education (ABE) Teacher Development Project (July 1, 1999 to June 30, 2000). Evaluation Report.
PUB DATE- 00
NOTE- 16p.; Cover page reads: "The Adult Education (ABE) Teacher Development Project (July 1, 1999 to June 30, 2000). Evaluation Report."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Adult Basic Education; *Adult Educators; English (Second Language); *Faculty Development; Higher Education; *Inservice Teacher Education; Instructional Materials; Program Evaluation; Teacher Improvement; Teaching Skills
IDENTIFIERS- University of Hawaii Manoa

This paper presents an evaluation of the Adult Basic Education (ABE) Teacher Development project. The ABE program was designed by the Hawaii Department of Education to meet the needs of educationally disadvantaged adults. Hawaii's community schools serve approximately 40,000 adults annually in the ABE program. Many of them are also enrolled in English as a Second Language (ESL). The University of Hawaii at Manoa College of Education administered the teacher professional development program, which provided ABE/ESL teachers continuous support. The ABE Teacher Development project involved five workshops that allowed teachers to network and share ideas. The workshops were conducted in Hilo and Honolulu. They focused on preparing for and keeping jobs and using standards to choose and use ABE/ESL instructional materials. Topics were chosen by surveys of ABE/ESL teachers. Trained ABE/ESL teachers taught the workshops. At the end of the workshops, the topics and presenters were evaluated by participants via a questionnaire. Results indicated that participants considered the workshops helpful and informative. Most believed they would be more

Methods. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.; For a related Digest, see TM 031 856. Based on "Summarizing Change in Test Scores: Shortcomings of Three Common Methods" by Michael Russell, in "Practical Assessment, Research & Evaluation" 7(5).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Achievement Gains; *Change; *Evaluation Methods; *Scores; Test Interpretation; *Test Results
IDENTIFIERS- ERIC Digests; *Percentile Ranks

This Digest introduces the advantages and disadvantages of three commonly used methods of reporting test score changes: (1) change in percentile rank; (2) scale or raw score change; and (3) percent change. The change in percentile rank method focuses on the increase or decrease of the mean percentile ranking for a group of students. This method has two main problems. The first is that calculating the mean percentile rank based on an individual's percentile ranks can provide an inaccurate estimate of a group's mean performance. The second is that, because of unequal intervals separating percentile ranks, changes in percentile ranks represent different amounts of growth at each point on the scale. A second method is scale or raw score change. The main drawback to this methods is that when raw scores are used to determine change, it is difficult to compare change across tests with different score ranges. A third approach, that of reporting percent change, causes further distortion. resulting in a statistic that is difficult to interpret and misleading. All of these methods should be avoided when summarizing change in test scores. A separate Digest suggests better ways to summarize changes. (SLD)

ED 446 113 TM 031 857

Speas, Carol
Results from the 1999 WCPSS Parent Survey. How Do Parent Opinions about WCPSS Compare to Local and National Attitudes toward the Public Schools? Eye on Evaluation. E&R Report.
PUB DATE- 00
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Minority Groups; Parent Attitudes; *Parents; *Response Rates (Questionnaires); *Satisfaction; Surveys
IDENTIFIERS- *Wake County Public School System NC

In fall 1999, for the seventh time since 1991, all Wake County Public School System (WCPSS), North Carolina, parents were asked to give their opinions on school and district issues. The results are reported in this document by school level: elementary, middle, and high school. Although 25% of Wake County's students are African Americans, only 17% of the returned high school forms were from parents of African American students. Overall, a lower percentage of parents in all categories and all schools returned completed surveys in 1999 than in 1997. Fifty percent of all elementary and middle school parents returned surveys, but only 35% of high school faculty and specialists in Middle East history rank ordered the 55 goals and standards in terms of how important they thought the item was with respect to inclusion in college-level textbooks that deal with the Middle East. The 60 rankings were analyzed, with the mean and standard deviation calculated for each item and each category. Items were then rank-ordered from high mean to low within each category and from low standard deviation to high within each category. These rankings were used to generate a second instrument, which was sent to 184 participants. Results show agreement between the four organizations and specialists who teach about the Middle East with respect to inclusion in college-level textbooks that deal with the Middle East. (Contains 2 tables and 15 references.) (Author/SLD)

ED 446 135 TM 031 897

Bong, Mimi
Perceptions of School and Classroom Environments on Student Motivation.
PUB DATE- 00
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Effect; *Educational Environment; Foreign Countries; *High School Students; High Schools; Student Attitudes; Student Characteristics; *Student Motivation
IDENTIFIERS- South Korea

This study examined whether the effects of context variables (i.e., perceptions of environmental factors) on student motivation are mediated by personal variables. It was hypothesized that effects from context variables are weak and would be totally mediated by personal variables in the beginning of the first high school year. It was also hypothesized that these effects would become stronger as the school year went by. Personal variables would no longer function as effective mediators and context variables would then wield significant direct effects on student motivation. Participants were 392 freshmen from a girls' high school in Seoul, Korea who completed surveys early in the school year and in the second semester. Results show that effects from the context variables were already strong on student psychology in the first few months of high school. Consistent with the initial hypothesis, these effects became stronger during the second semester. These relationships were tested in the context of school in general as well as in specific subjects such as English and mathematics. Although the general patterns hold, there were some notable differences by different levels of analysis. (SLD)

ED 446 136 TM 031 898

Bong, Mimi
Cross- and Within-Domain Relations of Academic Motivation among Middle and High School Students: Self-Efficacy, Task-Value, and Achievement Goals.
PUB DATE- 00
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

Young, Beth Aronstamm
Characteristics of the 100 Largest Public Elementary and
Secondary School Districts in the United States: 1998-1999.
Statistical Analysis Report.
PUB DATE- 00
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; *Elementary Secondary Education; Minority Groups; *Public Schools; *School District Size; School Size; School Statistics; Tables (Data); *Urban Schools
IDENTIFIERS- Common Core of Data Program

The information in this publication was reported by state education agencies to the National Center for Education Statistic for the Common Core of Data. It relates to student membership in public schools and school districts in the United States and outlying areas during the 1998-1999 school year , and to revenues and expenditures for fiscal year (FY) 1997. The 100 largest public school districts, representing less than 1% of all school districts in the United States were responsible for the education of 22.9% of all public school students. These districts employed 20.6% of U.S. public school teachers and accounted for 16.6% of all public schools and 18.9% of public high school graduates. The 100 largest school districts had larger school sizes than the average school district and higher mean pupil/teacher ratios. Three states, Florida, Texas, and California, accounted for about 40% of the 100 largest school districts. The proportion of minority students in these districts was 66.9%, compared to 38.8% in all school districts, and 52% of students in these districts were eligible for free and reduced price lunch, compared with 38% of students in all school districts. In FY 1997, current expenditures per pupil in the 100 largest school districts ranged from a low of $2,902 in Puerto Rico to a high of $11,578 in the Newark School District, New Jersey. While the numbers of students, teachers, and schools has increased between 1988-1989 and 1998-1999, the proportion of the national total that the 100 largest school districts comprised was essentially unchanged. Four appendixes contain more detailed data tables. (Contains 22 tables and 1 figure.) (SLD)

ED 446 156   UD 033 507

Decker, Larry E.; Decker, Virginia A.
Engaging Families and Communities: Pathways to Educational
Success.
SPONS. AGENCY- National Community Education Association, Alexandria, VA.; Florida Atlantic Univ., Boca Raton.
PUB DATE- 00
NOTE- 124p.; "With Mary Richardson Boo, Gloria A. Gregg and Joanne Erickson."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Community Involvement; Educational Change; Elementary Secondary Education; *Family Programs; *Parent Participation; *Partnerships in Education

Yon, Daniel A.
Elusive Culture: Schooling, Race, and Identity in Global Times.
SUNY Series, Identities in the Classroom.
PUB DATE- 00
NOTE- 175p.; Foreword by Stuart Hall.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Culture; Foreign Countries; *High School Students; High Schools; *Identification (Psychology); *Racial Identification; Self Concept; Urban Schools; Urban Youth
IDENTIFIERS- Canada

This study explores questions of identity and culture in an urban high school in Toronto, Ontario, Canada. It draws on personal observations, conversations with teachers and students, experimental work in drama, use of video, and student writings to show how race and identity are negotiated among the diverse students of a high school that represents a broad range of linguistic, racial, ethnic, and cultural backgrounds. The analysis shows that culture is best understood as an "open text," treated by participants as a repertoire of meanings. The chapters are: (1) "Mapping the Field"; (2) "The Discursive Space of Schooling"; (3) "Portraits of Identity"; (4) "Talk of Race and Identity"; (5) "Gendering Race and Racializing Gender"; and (6) "Toward an Understanding of Elusive Culture." (Contains 210 references.) (SLD)

ED 446 177 UD 033 805

Calderwood, Patricia E.
Learning Community: Finding Common Ground in Difference.
PUB DATE- 00
NOTE- 168p.; The Briner Foundation and the Facilitator Center of New York underwrote two of the studies. Fairfield University supported the final revisions.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community; Community Development; Cooperation; Elementary Secondary Education; *Identification (Psychology); *Learning

This volume explores multiple layers of educational community and the conditions that contribute to their resilience and growth. Using a backdrop of the experiences of different schools, the discussion depicts community as a process rather than a commodity and illustrates how ideas of community develop. Issues of identity, leadership, voice, and normative forces in the lives of ordinary people are considered. The chapters are: (1) "Examining Community"; (2) "Identity in Community"; (3) "The Construction of Difference and Diversity"; (4) "Learning and Celebrating Community"; and (5) "Vulnerability, Fragility, and Resilience in Community." (Contains 8 figures, 6 tables, and 136 references.) (SLD)

ED 446 178 UD 033 807

Yeakey, Carol Camp, Ed.
Edmund W. Gordon: Producing Knowledge, Pursuing Understanding. Advances in Education in Diverse Communities: Research, Policy, and Praxis, Volume 1.
PUB DATE- 00
NOTE- 345p.
LANGUAGE- English

sectors, parents, schools, communities, the private sector, and the government, to improve Hispanic educational achievement. The majority of policy decisions on education are made at the state and local level. However, the President's Advisory Commission on Educational Excellence for Hispanic Americans also recognizes the role of the federal government in eliminating the educational achievement gap among Hispanics and other groups. Hispanics today are the youngest population group in the United States, and they represent approximately 15 percent of the U.S. K-12 population. It is expected that by 2050, Hispanics will represent approximately 25 percent of the population in the United States. Though the Hispanic population continues to grow, its educational achievement lags behind that of the rest of the United States. The differences in preparation between Hispanics and non-Hispanics become evident before kindergarten and continue through high school and college. The multiple factors that have caused the educational achievement gap between Hispanic students and their peers require multiple solutions. A concerted action plan must begin with a sense of urgency and the recognition of the vested interest and responsibility of all sectors to improve the education of Hispanic youth. The following factors are essential: high academic standards and the necessary resources to enforce those standards; experienced and qualified teachers; recognition and use of the diverse cultural and linguistic assets of Hispanic students; parent involvement; a culture of success that promotes high expectations; and financial and other support services to make postsecondary education accessible to Hispanic students. (Contains 34 endnotes.) (SLD)

ED 446 196 UD 033 827

What Works for Latino Youth. Second Edition.
PUB DATE- 00
NOTE- 77p.; For the first edition, see RC 022 453.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Child Development; Cultural Awareness; Elementary Secondary Education; Higher Education; *Hispanic American Students; Program Descriptions; *Program Effectiveness; Urban Youth; *Youth Programs
IDENTIFIERS- *Latinos

This document is a compendium of descriptions of programs throughout the United States dedicated to making a positive difference in the lives and educational development of Latino youth and children. In reviewing these programs, some common threads were found that define successful programs for Latino children and youth. The successful programs have adequate funding and incorporate Latino culture into services and programs consciously and explicitly. They provide services in Spanish through dedicated staff with a significant Latino presence. Successful programs include youth in the planning and implementation process and involve parents and families in the development and implementation of programs. They are likely to offer comprehensive services and case management. Their programs are based on research, rely on capable leadership, and use program evaluation as an essential step in the program process. The 73 programs described are grouped in categories related to the main groups served: (1) early childhood; (2) elementary; (3) middle and high school; (4) college; (5) youth; (6) families; (7) disabilities; and (8) community. (SLD)

ED 445 693 IR 057 907

Carr, Timothy, Comp.; Duncan, Francis, Comp.
Local Mail Posts in the United States: A Bibliography of Items in the National Postal Museum Branch of the Smithsonian Institution Libraries.
PUB DATE- 00
NOTE- 19p.; Herbert A. Trenchard and David Jickling assisted in compiling this document.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Annotated Bibliographies; *Archives; History; *Information Sources; *Library Collections; Museums; *Resource Materials; Special Libraries
IDENTIFIERS- *Postage Stamps; Postal Service; *Smithsonian Institution

Local mail posts were private enterprises that operated mainly in cities circa 1840-1861. Locals provided services the United States Post Office Department (USPOD) did not offer. Some locals operated in association with the USPOD. In addition, some locals offered services that overlapped those offered by other independent mail carriers and express companies. Many locals issued their own stamps. Stamp collectors have conducted intensive research to identify local stamps and their origins, partly to separate genuine from faked stamps. This bibliography is presented to promote the study of locals in the National Postal Museum Branch of the Smithsonian Institution Libraries. Sources are presented under the following categories: books; journal articles; special publications; auction catalogs; stamp catalog; and indexes. (AEF)

ED 445 694 IR 057 909

Merikangas, Robert
A Brief History of the Management World of the UMCP Libraries.
PUB DATE- 96
NOTE- 58p.; For related work, see IR 057 836.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Administration; *Library Administrators; *Library Directors; Library Planning; Library Policy; Library Services; Library Standards
IDENTIFIERS- *Library History; *University of Maryland College Park

This paper presents a brief history of the management of the University of Maryland at College Park (UMCP) Libraries. An Introduction addresses these questions: Why tell a history of the management of the Libraries? Why a history right now? What is the recommended methodology for creating a history of the management of a library? The paper consists of three main parts. Part One: General Time Line and Major Events, provides information on directors of the Libraries; major changes in the organization structure; evaluations; study of professional positions and the need for clerical support; Stress Intervention Program; Library Administrative Review Committee; Director's speech to staff (February 24, 1994); strategic planning; libraries in the campus strategic plan; vision for the Libraries; and selection of new director. Part Two: Selected Specific Management Issues focuses on budget;

NOTE- 32p.; Community Colleges of Colorado formerly named
Colorado Community College and Occupational Education System.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
(070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Skills; *Distance Education; *Educational
Media; *Educational Technology; *Employees; Learning
Strategies; *Media Selection; *Nontraditional Education;
Nontraditional Students; Two Year Colleges

This research paper examines the potential for asynchronous learning networks as a viable training alternative for small and medium manufacturing businesses. This first phase of the project, conducted by the Colorado Community College and Occupational System and the National Association of Manufacturers reviews existing research with a specific objective to help the project team: (1) create asynchronous learning networks for small manufactures whose employees lack formal education and who have limited access to technology; (2) understand how to overcome barriers to learning; and (3) find ways to use online technology effectively. Findings from the literature review included the following. Asynchronous learning is a complex process. Characteristics of successful distance learners differ from those in the target population. Distance learning initiatives have higher attrition rates than other forms of learning. Business and learner needs assessment and up-front development time is critical for teachers to determine the required skills. Media choice is not a primary factor in success of learning. More traditional teaching factors, such as teacher interaction and curriculum, have a greater impact on students' success than the actual technology. The success of any asynchronous learning program will depend first on understanding the needs of the businesses involved and the learning needs and learning styles of the target populations. Implications for policymakers are presented. Contains 14 figures. (Author/JA)

ED 445 715 JC 000 650

Coleman, Anita, S., Ed.
Intercom: Newsletter of the Learning Resources Association of the
California Community Colleges, 1999-2000.
PUB DATE- 00
NOTE- 40p.; Published three times per year.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive
(Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Qualifications; Administrators;
*Community Colleges; *Educational Resources; *Learning
Resources Centers; Libraries; *Library Administration;
Newsletters; Two Year Colleges
IDENTIFIERS- California Community Colleges

These documents compose the Learning Resources Association of California Community Colleges (LRACCC) newsletters for the 1999-2000 academic year. The first issue features a position paper on why learning resources require professionally trained managers. The Learning Resources administrators must possess a Masters or Ph.D. in Library and Information Science, Instructional Media, or a related field and have several years' experience performing LR functions. This is the only background that will reliably instill the practical knowledge of LR operations that are prerequisites for effective learning Resources administration. The second issue addresses the lack

Allocation Processes.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Outcomes of Education; Resource Allocation; *School Effectiveness; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Paradise Valley Community College AZ

Presents an overview of the linking of the strategic planning, institutional effectiveness and student outcomes assessment, and resource allocation processes at Arizona's Paradise Valley Community College (PVCC). The Institutional Effectiveness and Student Outcomes Assessment Model was designed to be integrated into the planning and budgeting processes. The assessment of institutional effectiveness involves a two-phased process: (1) gathering data indicators; and (2) creating in-depth review committees. In phase one, data are collected for the following indicators: access data, student success, staffing, financial, and instructional programs/activities. In phase two, these data indicators are reviewed. The data are analyzed and reported for goals, relevance, market and student demand, curriculum and instruction, facilities and equipment, quality of faculty and staff, satisfaction and performance of current students, direct costs, indirect benefits, and recommendations. The concept of "resources" involves financial, human, and physical types. At PVCC all of these types of resources are included in its Resource Allocation Process (also known as the Budget Review Process). The Strategic Planning Council oversees this process and links it to each department's three-year plan and its assessment results that are a part of the Institutional Effectiveness and Student Outcomes Assessment Model. Appendices are included. (VWC)

ED 445 736 JC 000 672

Trident Technical College 1999 Graduate Follow-Up Report.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employment; *Graduate Surveys; Job Placement; *Outcomes of Education; Student Reaction; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Trident Technical College SC

Presents the results of South Carolina's Trident Technical College's (TTC's) 1999 graduate follow-up survey report. Graduates were surveyed and results were obtained for the following items: graduate goals, employment, placement rates, graduates in related fields, when job obtained, job finding methods, job locations, job satisfaction, job preparation, salaries, continuing education, processes and services, life skills accomplishments, and demographics by age group, gender, ethnic origin, and attendance characteristics. The 924 respondents reported higher satisfaction with processes and services than in past years. Rates increased in all 1999 categories except two. Full-time attendance by graduates has declined steadily since 1982. The 1999 full-time attendance of 56% by graduates is the lowest of any year. The two most successful methods of finding out about jobs are information from friends and relatives and direct application to the and inadequate, faculty involvement is a problem, reassigned time is inadequate, and allocation tracking is mysterious; and (4) strengthening faculty development programs, which examines policies, allocation approaches, a strong faculty voice, appointment of faculty members to staff development committees, the role of the local senate, the staff development coordinator, resources and reassigned time, and reports. Concludes that local academic senates need to regain a central role in faculty development to assure that faculty are able to have the vibrant and rich intellectual life that Assembly Bill 1725 envisioned and that their primary commitment to teaching makes imperative. Appendices include: Education Code Article 5 Community College Faculty and Staff Development Fund 87150, Title 5 Regulations 53200, Statewide Academic Senate Faculty Development Committee Field Survey for Position Paper instrument, and an example of a staff development policy. (VWC)

ED 445 756 JC 000 698

Borg, Carolyn S.
Consistency of Associate Degree Definitions and Graduation Requirements in the California Community Colleges: Perceptions of Community College Curricular Leaders.
PUB DATE- 99
NOTE- 150p.; Ed.D. Dissertation, Oregon State University.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Articulation (Education); Associate Degrees; *Community Colleges; *Curriculum Development; *Graduation Requirements; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Aims to produce data and information that inform California Community College (CCC) decision-makers of the: extent of variance in California's associate degree definitions and graduation requirements, and perceptions of curricular leaders regarding the variances. Associate degree definitions and graduation requirements were compiled and analyzed from the 1997-98 catalogs for the 106 institutions. The minimum number of general education units required to earn an associate degree range from the legal minimum of 18 semester units to as many as 41 units. One-third of the colleges requires freshman English composition while others accept a course one level below. Titles used for transfer general education programs are the same titles used for non-transfer or general studies programs at other colleges. A majority of leaders surveyed agreed that the CCC system should work toward developing common definitions for associate degrees. The leaders supported offering the Associate of Applied Science degree. Concludes that Associate degrees vary so significantly among the 106 campuses of the CCC system that there is no common meaning to the degree. Associate degree definitions in California have no relationship to the definitions set by the American Association of Community Colleges. Recommends that an Associate Degree Task Force be convened to study the issue and present recommendations to the CCC Board of Governors. Includes survey instrument in appendices. (Contains 73 references.) (Author/VWC)

ED 445 757 JC 000 700

TCCTA Messenger, 1999-2000.
PUB DATE- 00
NOTE- 77p.; Published four times a year.
LANGUAGE- English

University and SkyLight Professional Development Field Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Assignments; Change Strategies; *Cooperative Learning; *Elementary School Students; Gifted; Homework; *Middle School Students; Middle Schools; Multiple Intelligences; Primary Education; Student Attitudes; *Student Empowerment; Student Improvement; Student Interests; *Student Motivation

Noting that developing self-motivated, empowered students is an ongoing challenge for teachers, administrators, and parents, this action research project sought to build intrinsic learners, using cooperative learning and multiple intelligences. Participating in the project were students of two third-grade regular division classes and sixth and eighth grade gifted classes. Student deficits in organizational skills and work ethic were documented by means of teacher observation, test scores, report card grades, and effort grades. The 18-week intervention was comprised of cooperative learning activities, introduction to multiple intelligences, and lessons integrating cooperative learning and multiple intelligences. Also used in the classroom were a positive discipline plan and the encouragement of study skills. To assess the effects of the intervention, pre- and post- intervention parent and student surveys were used as well as weekly teacher observations, checklists, grades, and individual student and teacher reflections. Survey findings revealed that students enjoyed cooperative learning activities more than other activities. The focus of the intervention with third graders was on developing social skills; those skills did not transfer beyond the actual cooperative group work. Parents noted that children spent less time on homework after the intervention but did not notice any impact on their children's work habits. Students reported increases in writing down their homework assignments, and preferences for working in cooperative groups, but no changes in doing their best on school work. Researchers noted an increase in completed homework. (Eight appendices include sample instructional materials and data collection instruments. Contains 41 references.) (KB)

ED 445 777 PS 028 785

I Am Your Child: Health & Nutrition and Literacy and Safety. Videotapes .
SPONS. AGENCY- Reiner Foundation, Washington, DC.
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Child Health; Child Rearing; *Child Safety; *Children; *Emergent Literacy; Emotional Experience; Infants; Injuries; *Nutrition; Parent Education; Reading; Risk Management; Videotape Recordings
IDENTIFIERS- Day Care Quality

Noting the importance of early experiences for the healthy growth and development of children, these three videotapes for parents explore children's health and nutrition, literacy, and safety. Each videotape is 20-25 minutes long. The first video, "Your Healthy Baby," presents information parents need on children's health and nutrition. Hosted by Phylicia Rashad, this video includes information on how to maintain good health during

ED 445 795 PS 028 881

de Kanter, Adriana; Williams, Rebecca; Cohen, Gillian; Stonehill, Robert
21st Century Community Learning Centers: Providing Quality Afterschool Learning Opportunities for America's Families.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *After School Education; *After School Programs; *Children; Community Programs; Cooperation; Elementary Secondary Education; Federal Programs; *Latchkey Children; *Partnerships in Education; Program Descriptions; Program Evaluation; *School Age Day Care; School Community Relationship
IDENTIFIERS- *Community Learning Centers

The 21st Century Community Learning Centers program, implemented through a public-private partnership between the U.S. Department of Education and the Charles Stewart Mott Foundation, provides grants to communities to fund public schools as community education centers. The community education centers are intended to allow students after-school access to homework centers, tutors, cultural enrichment, and recreational and nutritional opportunities. This report describes the programs and presents initial evaluation information. The report begins by detailing the need for after-school programs and the development of the 21st Century program. This section also delineates how the programs are benefiting children in numerous communities nationwide in the areas of student behavior, substance use, juvenile crime, teen pregnancies, and student grade repetition. The report then discusses the importance of locating after-school programs within school buildings to serve children where they are. The remainder of the report details characteristics of 21st Century programs, based on progress reports supplied by grantees. These reports indicated that many programs provide services for adults as well as students. About 55 percent of 21st Century projects serve rural populations; 45 percent serve inner city populations and are more likely than average schools to serve high-poverty students. About 60 percent of centers are open at least 15 hours each week. The vast majority provide activities focused on boosting achievement in core subject areas. Two thirds of the grantees also operate a summer program. Communication with the regular school day program is evident in several collaborative activities. Approximately 90 percent of the learning centers collaborate with community-based organizations. The report concludes by noting that the 21st Century Community Learning Centers program has become a powerful model that demonstrates how schools can provide expanded support for children and their families. (KB)

ED 445 796 PS 028 882

Hormuth, Pamela
The State of Texas Children: 2000. A County-By-County Fact Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 322p.; For 1998 Fact Book, see ED 427 872. No book was published in 1999.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.

PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Educational Research Association Conference (Singapore, September 4-6, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Children; *Cognitive Development; *Emotional Development; Emotional Response; Foreign Countries; *Learning; Models; Social Change
IDENTIFIERS- Mediated Learning Experience; Singapore; Transactional Theory

The 21st century promises to make very different demands on our children and schools in a knowledge-based society. A slow but dynamic shift has been occurring in the Singapore educational system toward a learning nation and thinking school ethos. In the midst of this change, children will need to acquire a new set of skills. They will need to be able to use a variety of tools to search and sort vast amounts of information, generate new data, analyze them, interpret their meaning, and transform them into something new. Change of this magnitude demands that learning no longer be encapsulated by time, place, and age but become a pervasive activity and attitude that continues throughout life. The main objectives of this paper are to examine the relationships among cognitive modifiability, mediated learning experience, and affective-motivational factors, and to suggest a transactional approach toward learning and instruction to face the challenging demands confronting our children and schools. Some prominent nonintellectual dimensions related to mediation and cognitive processes are described, and examples are depicted that demonstrate various interactive relationships among motivational-affective factors, cognitive processes, and mediated learning experience. Important implications for clinical and educational intervention and for research in our knowledge-based society are also outlined. (Contains 15 references.) (Author/KB)

ED 445 814 PS 028 913

Brostrom, Stig
Transition to School.
PUB DATE- 00
NOTE- 18p.; Paper related to poster symposium at the EECERA European Conference on Quality in Early Childhood Education (10th, London, England, August 29-September 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Early Childhood Education; *Elementary School Teachers; Foreign Countries; Kindergarten Children; *Preschool Teachers; *School Readiness; *Student Adjustment; *Teacher Attitudes; Transitional Programs
IDENTIFIERS- Denmark; *Transitional Activities; United States

Noting the importance of young children's school readiness, the Danish Ministry of Education initiated transition activities to help preschoolers make a successful transition to kindergarten. This study examined Danish teachers' understanding of and attitudes toward transition activities. The study's questionnaire listed 32 typical transition activities which respondents judged as "a good idea" or "not a good idea." Respondents also noted if they saw any barriers related to the implementation of the "good" ideas. Participating in the study also contains health information for teachers and caregivers to help prevent the spread of conjunctivitis in the classroom, and ways to help children understand the disease. (KB)

ED 445 832 PS 028 936

Douglas, Dorothy, Ed.
Alaska's Children, 1999. Alaska Head Start State Collaboration Project, Quarterly Report.
SPONS. AGENCY- Department of Health and Human Services, Washington, DC.
PUB DATE- 99
NOTE- 38p.; For 1998 quarterly reports, see ED 425 858. Only three reports were published in 1999. Alaska Department of Education and Early Development, Division of Early Development/Head Start Office was the Alaska Department of Community and Regional Affairs.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Standards; Alaska Natives; Brain; Compensatory Education; Early Childhood Education; Early Intervention; *Educational Quality; Emergent Literacy; Family Programs; Newsletters; *Preschool Children; Preschool Education; Professional Associations; Program Descriptions; *School Readiness; Transitional Programs
IDENTIFIERS- Alaska; Brain Development; Head Start Program Performance Standards; National Head Start Association; *Project Head Start; Transitional Activities

This document consists of four issues of the quarterly report "Alaska's Children," which provides information on the Alaska Head Start State Collaboration Project and updates on Head Start activities in Alaska. Regular features in the issues include a calendar of conferences and meetings, a status report on Alaska's children, reports from the Alaska Children's Trust, and "Collaboration Briefings," updates on the collaboration project activities. The Winter 1999 issue focuses on the impact of Head Start in Alaska, program quality, and Head Start investments; and describes how various programs have used the Head Start Performance Standards to develop promising practices. The Spring 1999 issue discusses early child development and the importance of quality care and learning programs to enhance brain growth and development. The September 1999 issue focuses on transitions to the public school at kindergarten and the importance of quality early childhood programs to prepare children for school; this issue also includes an article on the 2000 census. (KB)

ED 445 833 PS 028 937

Alaska Child Care Program: Annual Report for the Period Ending May 1999.
PUB DATE- 99
NOTE- 18p.; Alaska Department of Education and Early Development was formerly the Alaska Department of Community and Regional Affairs, Division of Community and Rural Development.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Budgets; *Child Caregivers; *Day Care; *Day Care Centers; Early Childhood Education; Family Needs; *Partnerships in Education; Program Descriptions; Public Policy; Staff Development; *State Programs

options on other methods of distributing TPA funds based on identified tribal need. This report summarizes findings of a BIA/tribal workgroup on this issue. Chapter 1 describes background issues: wide variations among Indian tribes and lands that impede development of one funding formula; American Indians' severely disadvantaged status; Federal trust responsibilities to Indians; and the right of tribal governments to have their priorities respected. Chapter 2 recounts the historical and legal basis for federal services to tribes. Chapter 3 discusses measures of tribal need and finds that current funding meets only one third of identified needs. Chapter 4 covers measures of tribal revenue, noting that revenue must be used not only for current operations but also to repair 150 years of neglect. Chapter 5 presents results of tribal consultation. There is no support for reallocation of resources, and given that fewer than 10 percent of tribes have enough revenue to provide a full range of services to their citizens, reallocation of base funds is not cost effective. Chapter 6 presents conclusions: base funding to tribes should not be redistributed; the same principles for determining state and local eligibility for federal funds should be applied to tribes; and an appeal process must be established for tribes affected by any change in TPA policies. Appendices describe TPA programs and list federal domestic assistance programs for which tribes may or may not apply. (TD)

ED 445 851 RC 022 616

Gover, Kevin
Remarks of Kevin Gover, Assistant Secretary--Indian Affairs, Department of the Interior, at the Ceremony Acknowledging the 175th Anniversary of the Establishment of the Bureau of Indian Affairs.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acculturation; American Indian History; *American Indians; Boarding Schools; Colonialism; *Federal Indian Relationship; *Genocide; Speeches; *Trust Responsibility (Government); United States History; War
IDENTIFIERS- *Apologies; *Bureau of Indian Affairs; Oppression

Immediately upon its establishment in 1824, the Office of Indian Affairs was an instrument by which the United States enforced its ambition against the Indian nations. As the nation expanded West, the agency participated in the ethnic cleansing that befell the western tribes. War begets tragedy, but the deliberate spread of disease, the decimation of the bison herds, the use of alcohol to destroy mind and body, and the cowardly killing of women and children made for tragedy on a scale so ghastly that it cannot be dismissed as merely the inevitable consequence of the clash of competing ways of life. After the devastation of tribal economies, the BIA set out to destroy all things Indian by forbidding the speaking of Indian languages, prohibiting traditional religious activities, outlawing traditional government, and making Indians ashamed of who they were. Worst of all, the BIA committed these acts against the children entrusted to its boarding schools. The trauma of shame, fear, and anger has passed from one generation to the next, and manifests itself in the rampant alcoholism, drug abuse, and domestic violence that plague Indian country. The BIA expresses its profound sorrow for these wrongs, extends male/female power relations. Colonialism is sustained by an intimate relationship with education and government. In Canada, subjugation of Indigenous peoples by armed conflict was followed by the establishment of residential boarding schools and the implementation of the Indian Act of 1876. Resisting colonialism requires that those that are "othered," excluded, or discriminated against examine how they participate in their own oppression. Decolonizing the mind summons the capacity to think oneself out of the position of "other." Indigenous people have been silenced. They must transform their lives through intellectual awareness, critical self-reflection, and self-analysis, and become critically engaged in the dominant discourse. Cultural revitalization has been a response to colonization, but it is limiting because valorization of the past keeps those dichotomies essential to cultural hegemony intact. Resistance must move from a cultural position to a political one and analyze and challenge the issues of racism and power. (Contains 14 references.) (TD)

ED 445 870   RC 022 655

Greymorning, Stephen
Observations on Response towards Indigenous Cultural Perspectives as Paradigms in the Classroom.
PUB DATE- 00
NOTE- 15p.; In: Learn in Beauty: Indigenous Education for a New Century; see RC 022 648.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Culture; American Indian Studies; *American Indians; Anthropological Linguistics; Cognitive Style; College Faculty; College Students; *Cultural Awareness; Cultural Differences; Higher Education; Personal Narratives; *Perspective Taking; *Student Attitudes; *Teaching Experience; *World Views

An American Indian (Arapaho) educator portrays various levels of student response and receptivity toward teaching from an Indigenous perspective by recounting some of his teaching experiences at universities in Montana, Canada, and Australia. A class of Native students who had to negotiate for their grades in a treaty written in Arapaho and interpreted by the teacher's interpreter felt they better appreciated their ancestors' struggles. Some students that were given a quiz written from an Indigenous perspective became so frustrated when faced with a different world view that they chose to believe the test was composed of trick questions. An exercise in Arapaho language translation in a course on "Indian culture as expressed through language" elicited comments from some that it was a worthless exercise; few students were able to see that a radically different word order in a language indicates that the speakers possess different logical constructs and perceive the world differently from an English speaker. In several cases, perceived teacher deficits provided a rationale for those who did not want to consider issues presented from an Indigenous perspective that differed from their own. Non-Indigenous people have informed the teacher that his perspective is not Indigenous at all. A concluding story told from an Indigenous perspective expresses the hope that people will not become judgmental when faced with cultural differences and will listen to what Indigenous people say when invited to share their views. (TD)

*Technology; *Urban Education
IDENTIFIERS- Air Quality
The need for the exploration of phenomena in students' daily lives requires effective approaches in inquiry-based science education for minority and urban students. There are few descriptions of students' initial attempts at inquiry, especially among urban school students. This study focuses on seventh and eighth grade students, and investigates the behavioral patterns of students when engaged in initial attempts at inquiry supported by technology. (YDS)

ED 445 891   SE 063 716

Pryor, Amanda; Soloway, Elliot
Foundations of Science: Using Technology To Support Authentic Science Learning.
PUB DATE- 00
NOTE- 8p.; Also produced by the Hi-C Research Group. Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Cooperative Learning; Educational Change; *Environmental Education; High Schools; *Inquiry; *Integrated Activities; Science and Society; Science Education; Science Process Skills; Scientific Methodology; Student Attitudes; *Student Research
In a traditional science classroom, only a portion of students walk away with a genuine understanding of the material, and even fewer are able to apply the concepts they have learned to events in their own lives. Foundations of Science (FOS) was developed in a cooperative effort between the University of Michigan and the Ann Arbor public schools to allow all high school students to develop a deep understanding and appreciation of science and technology, and to help them develop into responsible, scientifically-aware members of the community. This paper discusses the process of authentic science learning, describes a local environmental intervention in which high school students participated, and explores lessons learned from the FOS experience. (WRM)

ED 445 892   SE 063 718

Stratford, Steven J.; Finkel, Elizabeth A.
The Impact of ScienceWare and Foundations on Students' Attitudes towards Science and Science Classes.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biology; Computer Uses in Education; Educational Change; Educational Technology; High Schools; *Inquiry; *Integrated Activities; *Problem Solving; Science Education; Scientific Methodology; *Student Attitudes; *Student Research
This paper describes changes in students' ideas about science classes, attitudes about science, and motivations for studying science in a classroom designed to support project-based science learning. Findings indicate that providing students with opportunities to collect and analyze their own data in science classes results in a change in students' ideas about science classrooms. (Author/WRM)

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communications; Computer Uses in Education; Electronic Mail; Elementary Secondary Education; Foreign Countries; *Information Technology; Science Process Skills; Student Attitudes; Student Motivation; Teaching Experience; World Wide Web
IDENTIFIERS- *Scotland

This document reports the results of a study that assessed the effects of Information and Communications Technology (ICT) on students' skills and knowledge. The study analyzes the effect of using ICT on students' skills, motivation, and attitudes, and describes teachers' experiences with and views on the potential of ICT. (YDS)

ED 445 916   SE 064 117

Schmidt, Stan M.; Werner, Jane Rae
Linking New Learning with Previous Experiences: An Activity in Teaching Dimensional Analysis.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; Mathematical Applications; Mathematics Education; Secondary Education; Teaching Methods

Throughout America's secondary science classrooms, students struggle to master fundamental science principles, especially when math-related applications are involved. For example, in chemistry students struggle to solve quantitative problems. This paper presents an activity that leads to a useful understanding of dimensional analysis; i.e., unit conversions, and an example of linking new information to past experiences in order to promote learning of an otherwise difficult and remote concept. (ASK)

ED 445 917   SE 064 125

Puttick, Gillian M.; Bodwell, Mary Buchinger; Wright, Tracey M.
Teaching and Learning Science and Mathematics in Diverse Classrooms: A Resource for Collaboration and Discussion.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cultural Influences; *Discourse Analysis; *Diversity (Student); *Educational Resources; Elementary Secondary Education; Mathematical Linguistics; Mathematics Education; Science Education

The articles in this collection offer rich and provocative views, backed by research and intensive classroom experience, of science and mathematics and teaching and learning. In particular, they explore some combination of the following: (1) science and mathematics as discourses; (2) students' home- and culturally-based ways of knowing, talking, and valuing; (3)

ED 445 939 SE 064 196

Resources for Math and Reading Tutoring Programs.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Educational Resources; Elementary Secondary Education; *Mathematics Education; *Reading Instruction; *Tutoring

This updated and expanded resource on the mathematics and reading tutoring programs list of national service and Federal Work-Study tutoring programs includes publications, videos, and Web sites that have been developed by the Corporation for National Service or the U.S. Department of Education and their partners in support of work in literacy, math, and tutoring. All 15 materials listed are free in either hard copy or a downloadable format. (ASK)

ED 445 940 SE 064 197

Shaul, Marnie S.
Math and Science Education: Comprehensive Information about Federally Funded Materials Not Available. Report to Congressional Requesters.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Federal Government; *Federal Programs; *Instructional Materials; *Mathematics Education; *Science Education

Pursuant to a congressional request, the United States General Accounting Office (GAO) has provided information on math and science education that focuses on: (1) key efforts undertaken by the Department of Education, the National Institutes of Health (NIH), and the nine federal agencies under the purview of the House Committee on Science that supported the development and dissemination of comprehensive kindergarten through 12th-grade mathematics and science curriculum materials and the characteristics of these efforts; (2) the extent to which federal agencies coordinated their efforts to develop and disseminate these materials; and (3) the extent to which agencies assessed the quality and use of these materials. Data collection methods consisted of interviewing agency officials, reviewing agency documents, and surveying agencies. Some results indicate that GAO agencies used a variety of approaches to develop, promote awareness of, and distribute mathematics and science materials for K-12; of the 11 agencies GAO surveyed, nine identified 210 projects that were actively developing mathematics and science materials in fiscal year 1999, and the Department of Education and the National Science Foundation (NSF) supported the development of two-thirds of these projects as part of their efforts to improve the teaching and learning of math and science. (ASK)

ED 445 941 SE 064 198

North Carolina Mathematics Standard Course of Study. Revised.
PUB DATE- 98
NOTE- 92p.

This issue paper proposes service-learning as a practice educators can use to stem violence by creating situations in which young people experience structure, receive emotional support, have clear behavior expectations, and experience meaningful consequences to unacceptable behavior. Suggests that involvement with service-learning enhances young people's intellectual, psychological, and moral development. Includes (1) accounts of schools that integrate service-learning programs with curriculum and (2) analysis of service-learning's impact and policy implications. Lists 15 organizations and publications that are resources for service-learning materials, curriculum, and/or training and technical assistance services. 55 references. (Author/BB)

ED 445 963   SO 031 472

Andersen, Susan M.
Mandatory Community Service: Citizenship Education or Involuntary Servitude? Issue Paper.
PUB DATE- 99
NOTE- 14p.; For related items, see SO 031 470-471 and SO 032 064-065.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; *Educational Policy; Elementary Education; School Community Programs; *Service Learning; Social Studies; Student Participation; Student Volunteers
IDENTIFIERS- *Community Service

This issue paper examines the pros and cons of required community service, discusses policy rationales and options, defines the difference between community service and service-learning, and presents a snapshot of various practices in place nationally. It is designed to enable education policy makers to make more informed decisions about which of these options, if any, is most appropriate in their state, school district, or school. Cites 37 references, resources, and organizations. (Author/BB)

ED 445 964   SO 031 500

Swanitz, Jerry; Green, Harvey
Coast to Coast Virtual Road Trip, 9-11 Grade Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Cooperative Learning; *Geography; *Geography Instruction; Grouping (Instructional Purposes); High Schools; Human Geography; Internet; Locational Skills (Social Studies); *Map Skills; Physical Geography; Social Studies; State Standards

In this curriculum unit, students create an itinerary and describe an Internet road trip from California to the East Coast. The student guide provides an overview of the activity, detailed instructions, a list of online resources, and reflection questions. The teacher's notes describe the unit's

2000). For a related paper, see SO 032 057.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Appreciation; *Artists; Curriculum Research; Elementary Education; Instructional Innovation; Integrated Curriculum; *Professional Development; *Program Evaluation; *Teacher Role
IDENTIFIERS- California

This paper explores a six-year-old professional development program in which "professional artists" help teachers learn how to integrate the arts into their curriculum The specific goal of the program is to help teachers learn to use the arts to teach the content areas of language arts, mathematics, science, and social studies. The paper explains that for two years each teacher is visited weekly by a professional artist who serves as a coach, collaborating with each teacher to further the teacher's curriculum objectives and professional development plans. The paper points out that tensions often arise as the coaches try to help the teachers incorporate the artistic process into an already full curriculum. It concludes by identifying structural components of the SUAVE program (California) that seem to have mitigated many of the potentially negative effects of these tensions and instead have turned them into opportunities for teacher learning. (Contains 22 references.) (BT)

ED 445 986 SO 032 064

Every Student a Citizen: Creating the Democratic Self. Campaign for Action: Compact for Learning and Citizenship National Study Group on Citizenship in K-12 Schools.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 00
NOTE- 61p.; A 10 page executive summary is appended. For related items, see SO 031 470-472.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship; *Citizenship Education; *Community Involvement; Elementary Secondary Education; Mission Statements; Moral Development; Moral Issues; *Service Learning; *Social Responsibility; Social Studies; *Student Participation

Young people today get mixed moral messages at every turn that erode the souls of young people and of society. To examine the issues involved and to make recommendations on how to end the trend of declining citizenship, the Education Commission of the States (ECS) service-learning initiative, the Compact for Learning and Citizenship created the National Study Group on Citizenship in K-12 Schools. This report focuses on the goal and the implementation of the study group's Every Student a Citizen initiative: to engage all students in active citizenship and help education leaders meet schools' academic and civic missions. The report states that implementation efforts focus on activities and service designed to achieve three goals: (1) articulate the pressing need to revitalize education's civic and citizenship mission; (2) advance service-learning as a strategy that can challenge and guide students to meet their civic responsibilities; and (3) engage every student in activities that make a difference in their schools and communities. The report is divided into the following sections:

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Elementary Secondary Education; *Family History; Heritage Education; Historiography; *Information Sources; *Local History; *Oral History; Social Studies; World Wide Web

IDENTIFIERS- Artifacts; *Personal History

A comprehensive handbook on investigating the history of your community, family, local institutions, and cultural artifacts, this fully updated second edition provides insights on how to find and use published, unpublished, visual, and material records; collect information through interviews; connect individual investigations with broader historical issues; and use photographs, documents, and objects in a study. It is designed to be a resource for both professionally trained and self-taught historians. Chapters in the handbook are: (1) "Why Nearby History?"; (2) "What Can Be Done Nearby?"; (3) "Traces and Storytelling"; (4) "Published Documents"; (5) "Unpublished Documents"; (6) "Oral Documents"; (7) "Visual Documents"; (8) Artifacts"; (9) "Landscapes and Buildings"; (10) "Preserving Material Traces"; (11) "Research, Writing, and Leaving a Record"; and (12) "Linking the Particular and the Universal". Appendixes are: (1) "Forms to Request Information from Federal Agencies"; (2) "Sample Gift Agreements"; (3) "Sources of Archival Storage Products and Information"; and (4) "Using the World Wide Web (WWW) in Nearby History." (BT)

ED 446 008   SO 032 161

Wade, Rahima C., Ed.

Building Bridges: Connecting Classroom and Community through Service-Learning in Social Studies. NCSS Bulletin 97.

PUB DATE- 00

NOTE- 114p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Citizenship Education; Community Services; Elementary Secondary Education; *School Community Relationship; *Service Learning; *Social Studies; *Student Participation; Student Projects; Teacher Education

This bulletin focuses on the method that teacher/authors use to connect curriculum with community: service-learning. The bulletin's introduction notes that, although service-learning projects can occur within any subject area, they have a particular suitability for the social studies, given the discipline's focus on the skills, values, and knowledge inherent in democratic participation. This bulletin features many examples of what service-learning can look like in the social studies curriculum. Chapters in the bulletin are: (1) "Community Service-Learning in the Social Studies" (Rahima C. Wade); (2) "Service-Learning Projects for Elementary Social Studies: Book Drive for Navajo Students" (Kate Foley); AIDS Awareness (Robyn Parks); B.I.G.--Bridging Intergenerational Gaps (Helen Bergey); and Marine Environmental Activism" (Gerri Faivre); (3) "Service Learning Projects for Middle Schools: Poverty and Homelessness: The Open Shelter Project (L. Richard Bradley; Kim Rhodes); Action, Advocacy, and AIDS (Michele Cerino); The Hunger Project (Diane Vliem); and Community Planning: Playground Redesign" (Deb Bradley); (4) "Service Learning Projects at the High School Level: Public Policy for the Homeless (Dick Diamond); Marion Community History (Marc

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Students; Higher Education; *Power Structure; Teacher Expectations of Students; *Teacher Student Relationship

This study examined teacher authority in the classroom. Researchers spent one semester in a college composition class observing each class session, taking field notes, and tape recording the classes. Data collection also involved: interviews with five students throughout the semester; two anonymous background surveys of the class; an instructor interview; student e-mails and writing; and a tape-recorded discussion with the whole class without the instructor present. Results indicated that the instructor relied primarily on an indirect, middle-class authority structure discourse. Most commands were in the form of I statements, with content conveyed through class discussion. Students responded promptly and without question to teacher commands. They had a strong degree of trust in the instructor and internalization of the traditional classroom structure. Most students had a sense of the instructor watching and judging them, despite characterizing the instructor as easygoing. No direct instruction of writing occurred, but in their writing, students followed traditional structures. Students' backgrounds were consistent with discoussions in the literature of an authority relationship characterized by indirect commends, politeness, and trust in the professor: predominantly white, middle- or upper-class children of professional parents, with backgrounds in college preparatory classes. (Contains 15 references.) (SM)

ED 446 032 SP 039 462

Vandenberghe, Roland; Kelchtermans, Geert; Maes, Frederik
Valuable In-Service Training: Evaluation by Principals.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Elementary Education; Foreign Countries; Graduate Study; Higher Education; Information Networks; *Inservice Education; *Principals; *Professional Development
IDENTIFIERS- Belgium; Networking

This study investigated what motivated principals to seek professional development and criteria they used when reflecting on their professional development experiences. It explored how they conceptualized the implementation process of their inservice experiences and noted why they chose specific professional development programs and how they used acquired knowledge. Graduate students interviewed elementary principals who had participated every year for at least 3 years in a professional development program. Before the interview, principals completed questionnaires on demographics, work situation, three professional development programs in which they participated, reasons why they participated, program usefulness, quality of training, and how training supported their professional learning. The interviews collected more detailed information on the same topics. Data analysis indicated that principals wanted to know more about some innovations before acting on them. Principals valued inservice

NOTE- 311p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Awareness; *Cultural Differences; *Culturally Relevant Education; *Diversity (Student); Elementary Secondary Education; *Faculty Development; *Multicultural Education; Student Attitudes; *Student Motivation; Teacher Attitudes; Teacher Improvement; Teachers

This book focuses on teaching diverse students, providing a pedagogical framework and concrete strategies that school staff and educators can use in the context of: professional development related to school renewal; professional development related to K-12 teaching; and teaching strategies for K-12 classrooms. The book also describes how school-based teams can be prepared to serve as staff developers, school renewal facilitators, and instructional leaders. The book demonstrates how to align teaching strategies so they are supportive of students' intrinsic motivation within and across cultural groups. There are 10 chapters in three parts. Part 1, "Understanding the Relationship Between Culture and Motivation," includes (1) "Culture and the Motivation to Learn"; (2) "Critical Features of a Culturally Responsive School"; and (3) "Culturally Responsive Curriculum." Part 2, "Creating Conditions for Motivated Learning," includes (4) "A Motivational Framework for Culturally Responsive Teaching"; (5) "Establishing Inclusion"; (6) "Developing a Positive Attitude"; (7) "Enhancing Meaning"; and (8) "Engendering Competence." Part 3, "Building Support and Skills for Culturally Responsive Teaching," includes (9) "Organizing a Districtwide Initiative" and (10) "Designing Training Institutes and Work Sessions." (SM)

ED 446 052   SP 039 484

Runyan, Charles Kent; Sparks, Rozanne; Sagehorn, Alice Hoffmann
A Journey of Change: Redefining and Assessing a Multifaceted Teacher Training Program.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- College School Cooperation; Developmental Stages; Elementary Secondary Education; Evaluation Methods; Field Experience Programs; Higher Education; *Knowledge Base for Teaching; Partnerships in Education; *Performance Based Assessment; Preservice Teacher Education; *Professional Development Schools; Self Evaluation (Individuals); *Student Teacher Evaluation; Student Teaching; Teacher Improvement; Teachers
IDENTIFIERS- Pittsburg State University KS; *Teacher Knowledge

This paper describes an initiative developed at Pittsburg State University, Kansas, that involved radically changing the program's performance-based standards and expanding the structure of the student teaching experiences to include multiple avenues of training and assessing teacher development. The paper: (1) identifies characteristics in each of the process stages involved with developing a knowledge base chance. Data showed problems with the components oriented toward analysis of needs and planning for future professional development. The valuing of equal opportunities was shown to be problematic. Assessors' judgments on the topic may vary considerably. (Contains 16 references.) (SM)

ED 446 072 SP 039 509

Marzano, Robert J.
Transforming Classroom Grading.
PUB DATE- 00
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Evaluation Methods; *Grades (Scholastic); *Grading; Report Cards; Scores; Scoring Rubrics; Student Evaluation

This book presents viable alternatives to classroom grading, explaining how to design grading systems that are both precise and efficient. It provides educators with a thorough grounding in grading research and theory. After clarifying the basic purposes of grades, the book discusses what should be included in them, how to use a rubric-based approach to assessment and reporting, how to compute final topic scores and final grades, and how technology can streamline the grading process. It also addresses seven types of assessment, which, when coordinated, can provide a comprehensive view of student understanding and skill. The book suggests alternatives to report cards with overall grades and ways to phase in their use. There are seven chapters: (1) "The Mandate to Change Classroom Grading"; (2) "What are Grades For?"; (3) "What Should be Included in Grades?"; (4) "Keeping Track of Assessment"; (5) "Assigning Final Topic Scores and Computing Grades"; (6) "Classroom Assessments"; and (7) "Report Cards with No Grades: Moving Toward the Future." The four appendixes present: survey questions about grading and reporting practices; a sample grade book page; rubrics; and the power law formula. (Contains 182 references.) (SM)

ED 446 073 SP 039 511

d'Engelbronner-Kolff, Marina
The Provision of Non-Formal Education for Human Rights in Zimbabwe.
PUB DATE- 98
NOTE- 143p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Liberties; Civil Rights; Consciousness Raising; Developing Nations; Economic Factors; Elementary Secondary Education; Foreign Countries; Higher Education; Justice; Legislation; Political Influences; Social Environment; Social Influences; Students
IDENTIFIERS- *Zimbabwe

This book provides insight into human rights activities of organizations in Zimbabwe, placing the need for human rights education in legal, political, social, and economic contexts.

effective teachers as a result. A high percentage felt more confident in their ability to teach students. Participants liked both the workshop teachers and the instructional materials. (SM)

ED 446 092 SP 039 537

Roberson, Thelma J.
Philosophy of Philosophy: Making the Connection between Philosophy and Pedagogy for Preservice Teachers.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the Society for Philosophy and History of Education (Biloxi, MS, September 29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Codes of Ethics; Constructivism (Learning); *Educational Philosophy; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Student Teachers; *Theory Practice Relationship

This paper supports the idea that teacher preparation programs must create reflective, field-based opportunities that help preservice teachers make connections between educational philosophies and classroom practices. It uses first-hand experiences from one class to introduce the subject matter. The paper discusses the trouble that preservice teachers in this class had in describing their educational philosophies and codes of ethics and explains how their teacher helped them think about and reconsider the issue. The paper then describes traditional educational courses as memory-based and supports the growing trend of using a constructivist approach in teacher preparation programs. Using the constructivist approach, students construct knowledge through an interaction between what they already think and know and new ideas and experiences. Unlike the more traditional memory-based model, this inquiry-based, active-learning approach encourages the formulation of ideas and conclusions and de-emphasizes single interpretations. Helping preservice teachers become reflective practitioners will assist them in making the connection between their philosophies of education and classroom practices. (Contains 14 references.) (SM)

ED 446 093 SP 039 538

Chapter PI 34: Teacher Education Program Approval and Licenses.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Accreditation (Institutions); Administrators; College Faculty; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Public Education; Quality Control; State Standards; Teacher Competencies; Teachers
IDENTIFIERS- Wisconsin

This code book is a duplication of the Wisconsin Administration Code as it pertains to the Certification Rules PI 34 of the Department of Public Instruction. The 13 subchapters focus on: (1) "Definitions"; (2) "Wisconsin Standards" (teacher parents returned surveys. Although the decline in return rate from 1997 to 1999 is a cause for concern, the results of the 1999 WCPSS survey are encouraging. Higher percentages of parents are agreeing that the school system is providing a high quality education and academically challenging their children. Comparisons of the WCPSS Parent Survey results with some of the most recent national surveys consistently indicate that parents have higher opinions about the quality of their own child's school than that of other schools in the area or public schools in general. Attached tables show final tallies of responses to all survey documents. (Contains 71 tables and 4 references.) (SLD)

ED 446 114 TM 031 858

Baenen, Nancy; Lloyd, Wanda
Is Summer School Effective for Remediation in Algebra I? Research Watch. E&R Report.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Algebra; *High School Students; High Schools; Mathematics Achievement; *Remedial Instruction; *Summer Schools
IDENTIFIERS- *Wake County Public School System NC

This document summarizes the results of a dissertation (M. Alford, 1999) that focused on the success of Wake County Public School System (WCPSS), North Carolina, students who failed Algebra I in 1994-1995 and retook it during the 1995 summer session or the 1995-1996 regular school year. Success was defined by three measures of student learning: pass/fail rates, North Carolina End-of-Course test scores, and final letter grades. For students who failed Algebra, repeating the course in summer school was as effective as repeating the course the next school year in improving students' knowledge. End-of-Course test scores improved for both groups (with no significant differences between groups), and students who took the course during summer school were more likely to pass than those repeating the course during the regular school year. (SLD)

ED 446 115 TM 031 876

Laut, John
Identification of Critical Teaching Abilities.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability; *Competence; *Criteria; Higher Education; Instructional Effectiveness; *Preservice Teacher Education; *Preservice Teachers; *Teaching Methods

An effort was made to identify a taxonomy of critical teaching skills to be used in teacher education. A systematic search was undertaken involving a search of the pertinent literature, a categorical listing of skills, the development of criteria for the identification of critical skills, and listing the critical skills necessary for teacher preparation. After the literature search, 132 skills were identified and listed as "pre-active," "interactive," and "post-active." Six screening criteria were established to ensure that the item fit the requirements of a teaching skill and was supported by research. Of the 132

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Foreign Countries; *High School Students; High Schools; *Middle School Students; Middle Schools; *Performance Factors; *Self Efficacy; *Student Motivation; Values
IDENTIFIERS- South Korea

Cross-domain relations of self-efficacy, task-value, and achievement goal orientations were examined among 424 Korean middle and high school students using confirmatory factor analysis. All motivational constructions demonstrated strong subject-specificity in both age groups. Strengths of between-domain associations differed substantially by individual constructs. Levels of performance-approach and performance-avoidance goals were similar across domains, whereas those of task-value and task goals were more distinct across domains. Self-efficacy perceptions were moderately correlated across subjects. High school students' academic motivation was more differentiated than that of middle school students. Within-domain interrelations among these motivation constructs were generally consistent with previous research. More important was that consistent patterns of relations were observed in four different academic domains within each age group. (Contains 8 tables, 1 figure, and 57 references.) (Author/SLD)

ED 446 137 TM 031 899

Lachat, Mary Ann
What Policymakers and School Administrators Need To Know about Assessment Reform for English Language Learners.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Limited English Speaking; Minority Groups; *Performance Based Assessment; Second Language Learning; *Student Evaluation; *Test Use
IDENTIFIERS- Reform Efforts

This publication presents a comprehensive overview of one of the most profound shifts in educational policy and practice that has occurred during the 20th century--the transition from a testing culture to an assessment culture--and discusses its implications for English language learners (ELLs). The document brings together a wide range of research literature in a question and answer format. Chapter 1 discusses why assessment is viewed as a powerful tool for education reform, what the shift from testing to assessment means, the choices educators must make, and the implications of using a standards model for large-scale assessment programs. Chapter 2 discusses the characteristics of ELLS, how language and culture affect how ELLs learn, and the hopes and cautions of assessment reform for ELLs. Key issues are presented in chapter 3, including general and technical factors that influence equity in assessment of ELLS. Each chapter contains references. (SLD)

ED 446 138 TM 031 900

Wenglinsky, Harold

IDENTIFIERS- Reform Efforts
This book is intended to help educators weave some of the best ideas for creating and maintaining family and community engagement into a comprehensive family-school-community involvement program tailored to their own communities. The goal of such an initiative must be to help all children succeed academically so that they can live productive lives in health communities. The chapters of this book address various aspects of a comprehensive home-school-community involvement plan. They present a rationale for addressing particular areas; relevant research; suggested considerations, examples, and tips; and a list of references and Web sites for further information. The chapters are: (1) "Family and Community Involvement: Principles and Strategies"; (2) "Understanding Your Community"; (3) "The Essential Role of Communities"; (4) "Home and School as Partners"; (5) "School-Community Collaboration"; (6) "School Public Relations: Bridging the Gap"; (7) "Dealing with Political Realities"; (8) "School Safety and Crisis Management"; (9) "Planning and Evaluating a Comprehensive Home-School-Community Relations Program"; and (10) "Making Friends before You Need Them." Two appendixes list contact information for organizational and associations and Web sites by major focus or content area. Each chapter contains references. (SLD)

ED 446 157 UD 033 668

Leopold, Marjorie
Multiple Intelligences: Theory to Practice in New York City Schools. Grades K-5. Manual and Video Guide .
PUB DATE- 99
NOTE- 201p.; For the manual and videotape guide for middle school and high school, see UD 033 669. Videotape not available from ERIC. Edited by Phyllis Fernandez.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Style; Educational Theories; Elementary Education; Elementary School Teachers; *Faculty Development; Learning Activities; Learning Theories; Literacy Education; *Multiple Intelligences; Problem Based Learning; Talent Development; *Teacher Improvement; Videotape Recordings
IDENTIFIERS- New York City Board of Education
This program is a self-guided professional development experience that explains how to use multiple intelligences (MI) theory to improve teaching, learning, and achievement in elementary classrooms and schools. The program consists of one manual and six VHS videos, each of which corresponds to one of the six modules listed in the table of contents. Each module reflects one Pathway as presented in the professional development guide, "Pathways to Multiple Intelligences: A Guide to Thoughtful Practice." The modules contain: objectives and introduction; a video guide; units, lessons, and tools, with curricular suggestions, planning guides, and related resources; and additional readings. Each module takes between 1-2 hours to complete. The six modules are: (1) "Introduction to MI Theory"; (2) "Observing and Recognizing Multiple Intelligences"; (3) "Building on Strengths to Promote Literacy Skills"; (4) "MI Theory and Deepening Understanding"; (5) "MI Theory and Problem-Based Learning"; and (6) "Theory and Talent Development." (SM)

ED 446 158 UD 033 669

Leopold, Marjorie

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disadvantaged Youth; Educational Theories; *Elementary Secondary Education; *Minority Groups; *Psychology; *Public Policy; Urban Schools
IDENTIFIERS- *Gordon (Edmund W)

This volume focuses on the work of Edmund W. Gordon and the influence he has had on contemporary thinking in psychology, education, and social policy, and the implications of his work for the schooling of lower-status youth and children of color in the United States. The chapters are: (1) "The Social Context of Emotions in Black Adolescents: Impact of Principles on Process and Products" (Rollock); (2) "Beyond Deficits and Difference: Psychological Integrity in Developmental Research" (Boykin and Allen); (3) "Exploring African-American Adolescents' Home and School Psychosocial Contexts of Career Development" (Spencer, Ashford, Thompson, and Hartman); (4) "Race, Class, and Educational Opportunity: Trends in the Sociology of Education" (Edgar Epps and Carolyn Epps); (5) "School Readiness: Implications for Day Care and Early Childhood Education for Low-Income Children" (Haynes, Ben-Avie, and Gilliam); (6) "Building Capacity for Health Empowerment in African-American Communities" (Braithwaite, Braithwaite, and Milton); (7) "Community Building To Achieve Educational Equity" (Blackwell and Tamir); (8) "Contemporary Assessment in the Context of Culture and Pedagogy: The Assessor as Responsible Scholar" (Johnson); (9) "Post Secondary Access and Degree Attainment of African Americans, 1976-1996: A Dream Fulfilled or a Dream Deferred" (Garibaldi); (10) "Controlled Choice: A New and Effective Desegregation Method" (Willie); (11) "The Personal in Education" (Flaxman and Weiler); (12) "Intelligence as a Dimension of Human Diversity: Implications for Pedagogical Assessment" (Armour-Thomas); (13) "Implications of an Ecological Model for Directed Behavior Change" (Cauce); (14) "Contextualism, Phenomeonology, and Methodological Problems in the Social Sciences" (Miller and Biral); (15) "Conceptualizing the African Diaspora" (Gordon and Anderson); (16) "Post-Industrial Economic Experiences of African American Men, 1973-1993" (Nembhard); (17) "The Work of Edmund W. Gordon: Accountability, Responsibility, and Standards" (Darling-Hammond); (18) "Prophetic Social Scientists" (Stanfield); (19) "Research, Scholarship, and Social Responsibility: Social Imperatives for a Democratic Society" (Yeakey); and (20) "Production of Knowledge and Pursuit of Understanding" (Gordon). Each chapter contains references. An appendix contains the "vita" of Edmund W. Gordon. (Contains 18 tables and 2 figures.) (SLD)

ED 446 179   UD 033 808

Schwartz, Wendy
The Impact of Professional Development Schools on the Education of Urban Students. ERIC Digest Number 156.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Improvement; *Graduate Students;

ED 446 197 UD 033 828

Burnett, Christina; Dunphy, Drew
Who's in Control? The Courts, the Legislature and the Public in Colorado's School Finance Debate.
SPONS. AGENCY- Robin Hood Foundation, New York, NY.; Open Society Inst., New York, NY.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Court Litigation; *Educational Finance; Elementary Secondary Education; *Equal Education; *Financial Support; Public Schools; School District Wealth; *State Programs; Urban Schools
IDENTIFIERS- *Colorado; *Reform Efforts

This report traces the movement for school funding reform in Colorado. The study analyzes how court-mandated remedies were implemented and seeks to determine what role public engagement played in these reforms. Some have suggested that a general skepticism and lack of confidence in reform in Colorado have delayed funding reform, coupled with such obstacles as strict limits on public spending and a strong desire for local control. Nevertheless, the combined effects of two lawsuits have brought some reforms to the state's school finance system, even without a major victory for the plaintiffs. One suit, "Lujan v. Colorado State Board of Education," addressed spending disparities among school districts. Although the plaintiffs lost this case, it was evident that the Justices of the Colorado Supreme Court agreed on the necessity of changing the state's educational finance laws. "Hafer v. Colorado State Board of Education" alleged a denial of adequate, rather than equal, educational opportunities under the state's revised educational finance law. There is also growing recognition that a statewide dialogue on education finance is critical. The latest legal challenges, especially "Giardino v. Colorado State Board of Education" with its focus on school building construction, may bring about this dialogue. (SLD)

ED 446 198 UD 033 829

Rebell, Michael A.
Education Adequacy Litigation and the Quest for Equal Educational Opportunity.
SPONS. AGENCY- Robin Hood Foundation, New York, NY.; Open Society Inst., New York, NY.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Court Litigation; Disadvantaged Youth; Educational Change; *Educational Finance; Elementary Secondary Education; *Equal Education; Financial Support; Public Schools; Urban Schools
IDENTIFIERS- Reform Efforts; San Antonio Independent School District TX

This article discusses how many state courts, using the "judicially manageable" tools provided by state academic standards, are meeting the challenges set by "San Antonio Independent School District v. Rodriguez" in 1973. A generation ago this decision was regarded as a major setback to education reform because, faced with stark inequities in the funding of continuous quality improvement; electronic resources (computer files); friends of the Libraries; the undergraduate library; management training and development; personnel administration; staff and management-sponsored projects; Public Services Division organization and communication issues; relations with other campus libraries and collections; relations with UMS and various external groups; special services based in the Libraries; staff and user suggestions and complaints; staff organizations; and staff publications. Part Three: Interpretations and Questions that Arise from Reflection on the History identifies some questions for management to consider. (AEF)

ED 445 695 IR 057 910

Brown, Gerald R., Comp.
International Association of School Librarianship Assembly of Associations, Communique 2000 (Malmo, Sweden, August 6-10, 2000).
PUB DATE- 00
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Library Development; Library Services; *School Libraries
IDENTIFIERS- *International Association of School Librarianship

The Assembly of Associations meets annually at the International Association of School Librarianship Conference (IASL) to exchange "grassroots" information about developments in school librarianship in the various countries around the world. Individuals were given questions that focused on: significant achievements in school library development over the past 2 1/2 years; critical issues facing school library development; and the role that IASL will play in helping resolve these issues. The information presented and reported in this summary represents the observations of the individual, with the first two topics addressed by country report and the third topic responses compiled together. Additional material is included relevant to the roles and functions of the directors and regional associates, followed by reports for the Special Interest Group-International Development 1999 and 2000. A draft Directory of Contact Persons is provided. Twenty-six country reports are included in this document. (AEF)

ED 445 696 IR 057 911

Dadalo, Tony
The State of Libraries in Solomon Islands in the 1990s.
PUB DATE- 99
NOTE- 83p.; Bachelor of Arts Project, Loughborough University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Developing Nations; Foreign Countries; Information Services; Library Development; *Library Services; *Library Surveys; Problems; Public Libraries; Questionnaires; School Libraries; Special Libraries
IDENTIFIERS- *Solomon Islands; South Pacific

The purpose of this research project was to examine the current state of libraries in the Solomon Islands with particular attention to the resources available and the services provided.

of access to the disabled. It also provides information on the Distance Education Technical Advisory Committee and the construction of new library facilities on two college campuses. The California Community Colleges have been cited by the U.S. Department of Education, Office for Civil Rights (OCR) for the inability to meet the needs of the visually impaired. Groups within the Chancellor's Office and outside have addressed this docket and a college system response to each of the nine areas was sent to OCR in early fall 1999. The third issue features the survey results evaluating the LRACCC position paper on the need for professional managers. Twenty-four of the forty respondents fully supported the position paper. (JA)

ED 445 716 JC 000 651

Trident Technical College Summary of Assessment Results for 1999-2000.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Institutional Evaluation; Outcomes of Education; Program Improvement; *School Effectiveness; *Technical Institutes; Two Year Colleges

This report for South Carolina's Trident Technical College (TTC) includes the following Institutional Effectiveness components: majors or concentrations, academic advising, two-year to four-year transfer, and library resources and services. Across the programs, the most common effectiveness indicators include job placement rates, number of graduates, employer satisfaction, graduate satisfaction, student success in specified course, student satisfaction with courses and instructors, and fall enrollment. Program managers designed improvement plans for those indicators where benchmarks were not met. Describes these strategies by indicator. Spring 1999 brought full implementation of the academic advising process. The first assessment of the new process revealed some weaknesses such as advisor availability and lower than expected numbers of students registered by their advisor for fall 1999. Outlines an improvement plan for the academic advising process. TTC gauges transfer activity and performance of its students by comparing: size of transfer cohorts across time; number and percent of students transferring to senior colleges; each cohort's average GPA; and the senior institution's rejection rates of TTC applicants. Outcomes of the 1999-2000 learning resource assessment met or exceeded expected levels of performance for 15 of 21 indicators designed to assess the program. Outlines several strategies designed to improve library resources and surveys. (VWC)

ED 445 717 JC 000 652

Geller, Harold A.
Studies on the Correlation between Campus Computing and the Rise in Tuition in Community Colleges.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Computer Uses in Education; *Educational Technology; Instructional Student Costs; *Tuition; Two Year Colleges

employer. However, a number of graduates said they used the Internet to find their job. The appendix includes the State Board for Technical and Comprehensive Education graduate placement rate results for all programs, the allied health sciences, arts and sciences, business technology, community, family and child services, hospitality, tourism and culinary arts, industrial and engineering technology, nursing, and public service according to certificates, associate degrees, and diplomas awarded. (VWC)

ED 445 737 JC 000 674

Eastin, Delaine; Hatamiya, Lon; Johnson, Grantland; Nussbaum, Thomas J.
California Workforce Development: A Policy Framework for Economic Growth.
PUB DATE- 00
NOTE- 52p.; Produced by California Regional Workforce Preparation and Economic Development Advisory Group members.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Opportunities; *Educational Policy; Employment; Job Skills; *Labor Force Development; Partnerships in Education; Postsecondary Education; Program Implementation; *Statewide Planning
IDENTIFIERS- *California

Provides public and system policy recommendations to state and local elected officials, governing bodies, and administrators responsible for the changes needed to create an integrated, comprehensive workforce development system that will sustain California's economic growth. Public policy recommendations include: workforce development services designed and organized to provide California's workers and employers with the skills and knowledge they need; universal access to workforce development information and services that enable all Californians to enter employment, advance in their careers, and achieve the quality of life they desire; public education that is the foundation of the workforce development system; efficient and effective use of public resources to provide workforce development services; and a structure based on the authorities and responsibilities of established governing and advisory bodies and administrative agencies. System policy recommendations include: expanding the state partnership to reflect the full scope of workforce development; sustaining and expanding collaboration among workforce development policy bodies and service providers; engaging the private sector as full partners; incorporating a "move up" strategy to continuously improve the knowledge and skills of every person in the labor force and ensure opportunities for career development and increase earnings; and continuing and expanding existing systems development initiatives as the foundation for regional and statewide systems. (VWC)

ED 445 738 JC 000 675

Answers by UC President Richard C. Atkinson to Questions from the California Citizens Commission on Higher Education.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Faculty; *Community Colleges; *Educational Finance; Newsletters; Tax Rates; Teacher Employment Benefits; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Texas

The Texas Community College Teachers Association (TCCTA), formerly known as the Texas Junior College Teachers Association (TJCTA), publishes the TCCTA Messenger newsletter four times a year to cover events, legislation and TCCTA activities affecting Texas community colleges and their faculty. This document contains four newsletter issues (September 1999, December 1999, April 2000 and January 2000). The September 1999 issue describes an 11% increase in state funding of community colleges compared with the previous biennium, as well as other educational funding increases. The mission of the Virtual College of Texas (VCT) is described, which is to allow students access to any course or curriculum offered by any community college in the state. The December 1999 issue features findings of the twenty-third year of TCCTA's statewide study of faculty salaries and benefits, listing part-time and full time faculty salaries by college. The April 2000 issue covers the retirement of Charles Burnside, executive director of TCCTA for the last 27 years, and provides a table of Texas public community college tax rates and assessed valuations for 1983-84, 1994-95 and 1999-2000. The January 2000 issue, organized around the theme, "The Courage to Teach," also functions as the TCCTA annual state convention program, listing officers, committees and members; new officer election information; and brief descriptions of convention seminars and activities. (PGS)

ED 445 758 JC 000 701

Gabriner, Robert
Students Transfers to Public and Private Colleges in California and Out-of-State.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Transfer Students; *Community Colleges; *Transfer Rates (College); Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA; National Student Loan Data System; San Francisco Community College District CA

This document describes an effort to measure City College of San Francisco (CCSF) student transfer rates by matching social security numbers (SSNs) of CCSF students with SSNs of students tracked by the National Student Loan Clearinghouse (NSLC). The NSLC has a student database that includes approximately 70% of all U.S. postsecondary institutions. First time, credit CCSF students who enrolled at CCSF in 1993, 1994, or 1995 and then transferred to another institution--community college or baccalaureate institution--were tracked, with the following preliminary findings: CCSF's transfer rate to all baccalaureate institutions (in-state, out-of-state, private and public) is well above the national average (29% for 1993, 27% for 1994, and 20% for 1995); the greatest number of students transferred to in-state baccalaureate institutions, most of which were located in the northern part of the state; significant numbers of students transferred to another community college, often in a neighboring district; and, Heald Business School was the largest proprietary school popular with CCSF transfer students. Document includes summary totals of transfer students by cohort pregnancy, and discussion of: bottle- versus breast-feeding; appropriate times for parent and child to visit the doctor; what food to feed the child and when; the importance of exercise; and how to have fun being healthy. The second video, "Safe from the Start," suggests many ways parents and caregivers can prevent serious childhood injuries. Hosted by Gloria Estefan, this video presents information on: car seats and car safety; feeding and food safety; sleep/bedtime; bath time/bathroom hazards; babyproofing at home; toy safety; kitchen safety; safety outside the home; and children and gun safety. The third video, "Ready to Learn," focuses on the early emotional and language experiences that help prepare children for literacy experiences in school. Hosted by Jamie Lee Curtis and LeVar Burton, this video provides information on: the importance of communicating with the newborn; establishing reading routines; materials that prepare the child for reading and writing; activities to spark the child's interest in learning; the importance of quality childcare; and ways to incorporate literacy into everyday activities. (KB)

ED 445 778   PS 028 786

Help Your Child Make Good Decisions. Parent & Child Videos. Videotape with User's Guide .
PUB DATE- 00
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Bibliographies; *Child Rearing; *Children; *Decision Making; Elementary Education; *Parent Child Relationship; Parent Education; *Parents; *Parents as Teachers; Values; Videotape Recordings; Workshops

This instructional program with accompanying videotape is designed to guide parents through the process of teaching good decision making skills to their children in kindergarten through grade 5. The user's guide contains the following sections: (1) "About the Program," with learning objectives, suggestions for using the program, and a program summary; (2) bibliography of 12 resources for parents and parent educators and 28 fiction books for children in grades K-5; (3) the program script; and (4) handouts for parents and children. The 27-minute videotape uses a series of scenarios, commentary by the video's host, and interviews with a parenting expert to present easy-to-implement strategies for teaching good decision-making. The following are the learning objectives for the user's guide and videotape: (1) understand the importance of giving children opportunities to make decisions; (2) recognize that the ability to make good decisions develops over time; (3) teach children a variety of strategies for making good decisions; (4) explain the difference between considering emotions and acting on impulse when making decisions; (5) allow children to experience and learn from the consequences of their own decisions; (6) get children in the habit of considering values when making decisions; (7) understand that mistakes in decision making are also opportunities for growth; (8) recognize when it is necessary to step in and decide for a child; and (9) learn to balance their own need to stay in control with helping their children become independent thinkers and decision makers. (KB)

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adolescents; Birth Weight; Births to Single Women; Child Health; Child Welfare; *Children; *Counties; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Infants; Mathematics Achievement; Mortality Rate; *Poverty; Reading Achievement; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems
IDENTIFIERS- Arrests; Child Mortality; *Indicators; *Texas

This Kids Count data book examines statewide trends in the well-being of Texas' children. The statistical portrait is based on 15 indicators of children's well-being: (1) percent low birthweight babies; (2) percent mothers receiving little or no prenatal care; (3) infant mortality rate; (4) child death rate; (5) teen violent death rate; (6) percent births to teens; (7) births to single teens; (8) juvenile violent crime arrest rate; (9) child abuse and neglect; (10) child Medicaid enrollment; (11) children in families receiving food stamps; (12) children in families receiving TANF; (13) children in public prekindergarten programs; (14) children in state subsidized child care; and (15) children in foster care. Section 1 of the data book provides an overview of findings, describes benefits of various state and federal programs, and presents statewide findings for nine indicators. This section also provides guidelines for understanding the county fact sheets, indicator definitions and data sources, and federal poverty guidelines. Among the major findings, the data book notes that even though more mothers are receiving prenatal care, the low birthweight rate is increasing. There has been a small increase in infant mortality since 1996, with a consistent decrease in the child death rate since 1991; the teen violent death rate has declined since 1985. The teen birth rate has declined since 1994. The juvenile violent crime arrest rate has declined since 1994. Section 2 of the data book presents maps detailing county data for 15 indicators. Section 3, the bulk of the data book, contains state and county fact sheets detailing indicator trends, while section 4 presents tables comparing county data for each indicator. (KB)

ED 445 797 PS 028 865

Murphy, J. Michael; Rankin, Emunah; Feeney, Kelly; Kenney, Leigh; Kleinman, Ron
Effects of a Universally Free, In-Classroom School Breakfast Program: Results from the Second Year of the Maryland Meals for Achievement Evaluation. Interim Report.
PUB DATE- 00
NOTE- 74p.; With a new preface and notes on student hunger and nutrition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance; Attention; *Breakfast Programs; Demonstration Programs; Elementary Education; *Hunger; *Nutrition; Program Evaluation; State Programs; Student Behavior
IDENTIFIERS- Maryland

Noting that many children in the United States are not well nourished despite the recent economic boom, the state of Maryland began the Maryland Meals for Achievement (MMFA) program, a demonstration project to see if providing a classroom breakfast free to all students can improve student nutrition and academic achievement. This interim report were 240 preschool teachers, kindergarten teachers, elementary school teachers, or leisure time teachers from an original sample of 600. The findings indicated that teaching staff expressed a positive attitude to transition activities, with about 75 percent of the teachers judging as "a good idea" about three fourths of the transition activities such as mutual visits, some shared activities, meetings, and conferences. Only about 60 percent viewed coordinating curricula or teaching as a good idea. Teachers expressed a distinct understanding and interest on almost all transition activities. Compared to other groups, preschool teachers viewed less positively reading other programs' documents, having meetings on educational practice, and coordinating curricula. Preschool teachers viewed shared meetings with parents more positively than did kindergarten teachers. In a comparison of findings with those of a comparable survey of American kindergarten teachers, fewer Danish than U.S. educators viewed coordinated curricula as a good transition idea. Common barriers identified by the Danish respondents included lack of time, lack of resources, too many schools to cooperate with, and professional secrecy. (Contains 31 references.) (KB)

ED 445 815   PS 028 914

Laut, John
Classroom Management: Beliefs of Preservice Teachers and Classroom Teachers Concerning Classroom Management Styles.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Fall Teachers Education Conference (Charleston, SC, October 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Classroom Environment; *Classroom Techniques; College Students; Discipline; Early Childhood Education; Elementary Education; *Elementary School Teachers; Higher Education; *Preschool Teachers; Preservice Teacher Education; *Preservice Teachers; *Teacher Attitudes
IDENTIFIERS- Disciplinary Styles

Noting that preservice teachers and experienced teachers share a concern for classroom management, this study compared the beliefs of classroom teachers, intern teachers, and senior level practicum students regarding classroom management styles. Participating in the study were 43 early childhood and 44 elementary education preservice teachers, and 87 classroom teachers. Data were collected by means of the Inventory of Classroom Management Style subscales to address the instructional, disciplinary, and personal dimensions of classroom management. It was hypothesized that greater experience in teaching would be associated with less interventionist management styles. Findings suggested that there were no subscale differences on the Classroom Management Style instrument. Practicum students, those with the least teaching experience, were more non-interventionist than other groups. Interns, with the middle level of teaching experience, were more interventionist than both practicum students and experienced teachers. (The framework for the inventory of classroom management style is appended.) (KB)

ED 445 816   PS 028 917

Shaul, Marnie S.
Title I Preschool Education: More Children Served, but Gauging

IDENTIFIERS- *Alaska; Caregiver Qualifications; Caregiver Training; *Day Care Quality

Recognizing the critical role that quality child care plays in the lives of working families, in children's health and development, and in the state economy, the Alaska Child Care Program promotes quality, affordable, and accessible child care for Alaska's children and families that allows parents to work or train for employment, and that supports child care providers as an integral part of the state and local economy. This annual report details the activities and accomplishments of that program for the period ending May 1999. The report describes the programs and services and relevant accomplishments in four component areas: (1) providing support for children and families to find and keep quality child care; (2) providing support for child care providers to build a stable workforce of competent, well-paid providers; (3) forming child care partnerships to develop a comprehensive system of child care programs and services; and (4) promoting quality child care environments through quality improvement initiatives, adequate program funding, and administration. The report concludes by noting significant changes for Alaska's child care programs, specifically that child care and other early childhood functions will be consolidated and moved to the state Department of Education. (KB)

ED 445 834 PS 028 938

Chapin Hall Center for Children Projects and Publications, 2000-2001.

PUB DATE- 00

NOTE- 86p.; For 1999 guide, see ED 435 488.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adolescents; Adoption; *Child Welfare; Children; Community Development; Foster Care; *Intervention; Juvenile Courts; Juvenile Justice; Program Descriptions; *Public Policy; Research and Development; *Research Projects; School Business Relationship; School Community Relationship; *Social Services; Well Being

IDENTIFIERS- Family Preservation Services; Family Support; *Policy Research; *University of Chicago IL; Welfare Reform

This guide chronicles the ongoing work and writings of the Chapin Hall Center for Children at the University of Chicago, a policy research center dedicated to bringing sound information, rigorous analyses, innovative ideas, and an independent, multidisciplinary perspective to bear on policies and programs affecting children. This guide, organized by major research area, presents an overview of the research and policy issues involved, describes Chapin Hall research in each area, and lists relevant projects and publications. Chapin Hall's research agenda currently includes the following major areas: (1) children's services, covering problems that threaten children and the services designed to address those problems; (2) primary supports for child and youth development, concerning the community resources that enhance the development and well-being of all children; (3) community building, focusing on development, documentation, and evaluation of community-building initiatives designed to make communities more supportive of children and families; (4) schools' this formal apology to Indian people for its historical conduct, and makes promises for its future conduct. (TD)

ED 445 852 RC 022 617

Kilpatrick, Sue
Education and Training: Impacts on Farm Management Practice. CRLRA Discussion Paper.
PUB DATE- 00
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adoption (Ideas); *Adult Farmer Education; Education Work Relationship; Educational Attainment; Extension Education; *Farm Management; Foreign Countries; *Informal Education; *Management Development; Outcomes of Education; Training Methods; Workshops
IDENTIFIERS- *Australia; Change Analysis

A study examined the relationship between education and training and changes to farm management practices that improve profitability. Data were drawn from a National Australian survey of 2,500 farms and from an interview survey of 65 Tasmanian farms, 45 of which had participated in recent training. Findings indicate that farms that participated in training were more likely to make changes that improved profitability. Education and training impacted the farm business via managers' greater awareness of possible innovations, via improved decision making and allocation of resources, and via attitudes that encourage change. Most changes to practice were influenced by interaction with, and information from, multiple sources, including peers, experts, and training events. Family, staff, and other farmers were relatively more important in prompting change for farm managers with no postsecondary educational qualifications. Expert advisers, other farmers, and training events were major sources of awareness of subsequently implemented strategies and practices, as well as major sources of influence on the decision to change. Interaction with peers, family, and friends facilitated changes in values, attitudes, and beliefs, and may be necessary before change can occur. Education and training influences promoted change by delivering new knowledge and skills and by providing opportunities for interaction with experts and peers. Education and training programs designed to encourage interaction and sharing of knowledge and skills were most likely to facilitate changes in farm businesses, especially to complex practices such as financial and land management. (Contains 41 references.) (TD)

ED 445 853 RC 022 618

Kilpatrick, Sue; Bell, Rowena
Support Networks and Trust: How Social Capital Facilitates Learning Outcomes for Small Businesses.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adoption (Ideas); *Adult Farmer Education; *Change Agents; Experiential Learning; *Farmers; Foreign Countries; Group Dynamics; *Informal Education; *Management Development; *Social Networks; Social Support Groups; Training
IDENTIFIERS- Australia; Change Analysis; *Learning Communities;

ED 445 871 RC 022 656

St. Clair, Robert N.
Visual Metaphor, Cultural Knowledge, and the New Rhetoric.
PUB DATE- 00
NOTE- 18p.; In: Learn in Beauty: Indigenous Education for a New Century; see RC 022 648.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Culture; American Indian Education; Cognitive Style; Cultural Awareness; Cultural Differences; Epistemology; *Metaphors; *Nonverbal Communication; *Oral Tradition; Rhetorical Theory; Semiotics; *Visual Learning; Visual Literacy; *World Views
IDENTIFIERS- American Indian Students; *Indigenous Knowledge Systems; *Visual Thinking

Modern Western European ways of thinking are based on a print culture that uses verbal metaphors, and indigenous ways of thinking are based on an oral culture that uses visual metaphors. Visual metaphors provide a dominant mode of information processing and are used among indigenous groups to share cultural knowledge, yet Western culture is oblivious to it. One way of knowing involves reading people through nonverbal communication, but in Western culture, nonverbal communication can be virtually invisible. Problems occur when knowing and sensitive children from oral cultures such as American Indians are judged by people from cultures that do not know much about visual thinking. These children are aware of visual space, are sensitive to nonverbal communication, and understand that silence communicates. In writing English compositions for school, these children do not use the syllogistic reasoning of Aristotle because it is not part of their cultural knowledge, nor do they use the forms of logic that underlie the classical tradition of rhetoric. These students' writings have been criticized by their teachers as not having any structure. The fact that their structure is based on visual metaphor goes unnoticed. Teachers must be aware of the distinction between these two types of metaphors if they are to understand how indigenous people learn. Two dominant American Indian metaphors--the journey and the Quaternity (recurrence of the number four)--are discussed, and aspects of visual literacy that inform both aesthetics and the psychology of visual thinking are examined. (Contains 43 references.) (TD)

ED 445 872 RC 022 657

Mellow, J. Dean
An Examination of Western Influences on Indigenous Language Teaching.
PUB DATE- 00
NOTE- 13p.; In: Learn in Beauty: Indigenous Education for a New Century; see RC 022 648.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; *American Indian Languages; Community Control; Culturally Relevant Education;

ED 445 893 SE 063 722

Stratford, Steven J.
A Review of Computer-Based Model Research in Precollege Science Classrooms.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computer Simulation; *Computer Software Development; *Computer Uses in Education; Educational Research; Educational Technology; High Schools; Instructional Materials; Learning Processes; *Models; Science Education; *Scientific Concepts; Scientific Methodology

Computers, because of their computational speed and multi-representational capabilities, are particularly well-suited to the implementation of dynamic models. This paper reviews research conducted on the use of computer-based models in precollege science classrooms. Topics addressed include Investigations of Running Simulations, Investigations of Modeling, Investigations of Writing Simulation Programs, and Future Directions. (Contains 41 references.) (WRM)

ED 445 894 SE 063 836

McLoughlin, John Grant, Ed.
Canadian Mathematics Education Study Group = Groupe Canadien d'etude en didactique des mathematiques. Proceedings of the Annual Meeting (23rd, St. Catherine's, ON, June 4-8, 1999).
PUB DATE- 99
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Change; *Educational Technology; Elementary Secondary Education; Geometry; Higher Education; *Mathematics Education; *Teacher Education; Teaching Methods; Thinking Skills

This document contains the proceedings of 1999 annual meeting of the Canadian Mathematics Education Study Group (CMESG). Papers include: (1) "Mathematics Lecture I: The Impact of Technology on the Doing of Mathematics" (Jonathan Borwein); (2) "Mathematics Lecture II: The Decline and Rise of Geometry in 20th Century North America" (Walter Whiteley); (3) "Mathematics Lecture III: Industrial Mathematics for the 21st Century" (William F. Langford); (4) "Didactique Lecture I: Learning to Understand Mathematics Teacher Development and Change, Researching Resource Availability and Use in the Context of Formalized INSET in South Africa" (Jill Adler); (5) "Didactique Lecture II: An Archaeology of Mathematical Concepts: Sifting Languages for Mathematical Meanings" (Bill Barton); (6) "Information Technology and Mathematics Education: What's Out There and How Can We Use It?" (Nathalie Sinclair, Dragana Martinovic, Margaret Sinclair, and Lynda Colgan); (7) "Applied Mathematics in the Secondary School Curriculum" (Gord Doctorow and Claude Gaulin); (8) "Elementary Mathematics" (Ann Anderson and Louise Poirier); (9) "Teaching Practices and Teacher Education" (Norma Evans, Linda Gattuso, and Tom O'Shea); (10) "Amusing About Aesthetics And mAthematics" (William Higginson); (11) "Report on the ICMI Study on University Mathematics" (Joel Hillel); (12) "A Course on Visualization" (Walter Whiteley);

classroom talk and activity; (4) views of learning as inquiry; and (5) teacher research. Articles are arranged in three sections entitled "Linguistically and Culturally Diverse Classrooms", "Learning as Inquiry", and "Teaching as Inquiry". Four of the articles represent research in linguistically and culturally diverse classrooms. The next three articles describe different aspects of inquiry-based learning, and the last three explore learning to consider new roles for the teacher in the classroom. Not all of the articles address linguistically and culturally diverse classrooms. Several articles address issues that are important for all learners: for example, the importance of allowing children to work through their confusion, allowing children's different ideas to come into contact, and teachers coming to understand the rich connections between children's experience, and scientific and mathematical ideas and practices. (ASK)

ED 445 918   SE 064 126

VISION: A School Program for Grades 4-8. Revised .
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anatomy; Elementary Education; *Eyes; First Aid; School Safety; Science Activities; *Visual Impairments
IDENTIFIERS- Optical Illusions

This document is a curriculum supplement that is part of a nationwide public education program on the eye and marks the 25th anniversary of the National Eye Institute (NEI). The anatomy of the eye and imperfect eye problems are explained. This booklet provides three lesson plans: (1)The Eyes and the Great Brain Connection; (2) The Imperfect Eye; and (3) Eye Safety. (YDS)

ED 445 919   SE 064 127

Edmund, Norman W.
Edmund's Idea and Research Report on the General Pattern of the Scientific Method. A Challenge to America To Recognize and Teach the Basic Method by Which We Refine, Extend, and Apply Knowledge in All Fields. SM-14. Second Edition.
PUB DATE- 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Method (Teaching Technique); *Creativity; Information Technology; Innovation; Problem Solving; Science Education; Scientific Literacy; *Scientific Methodology; Thinking Skills; Vocabulary
IDENTIFIERS- Misinterpretation; Scientific Management

This booklet introduces a new and general approach to the scientific method for everyone. Teaching the scientific method to all students allows them to develop their own talents and is necessary to prevent the loss of jobs. Many job areas that require scientific methodology are listed. Harmful results that may occur because of not teaching the scientific method are also discussed. Chapters include: (1) "Explanation of the General Pattern of the Scientific Method"; (2) "The Advantages of Teaching and Learning the Scientific Method"; (3)

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Course Descriptions; Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Instruction; *State Standards
IDENTIFIERS- *North Carolina

North Carolina has had a Standard Course of Study since 1988. The most recent revisions of the state mathematics curriculum occurred in 1989 (K-8) and 1992 (9-12). The intent of the North Carolina Mathematics Standard Course Study is to establish competency goals and objectives for the teaching and learning of mathematics in North Carolina. The competency goals and objectives are organized within four strands: (1) Number Sense, Numeration, and Numerical Operations; (2) Spatial Sense, Measurement, and Geometry; (3) Patterns, Relationships, and Functions; and (4) Statistics, Probability, and Discrete Mathematics. The mathematics program is designed in grade spans that parallel the developmental stages of the students--grades K-2, 3-5, 6-8, and 9-12. The elementary program focuses on students actively engaged in the development of mathematical understanding by using manipulatives, working independently and cooperatively to solve problems, conducting investigations and recording findings. Middle grade students expand their skills to compute with all real numbers and are challenged to apply their prior knowledge and experience in new and more difficult situations. The basic high school mathematics program features courses from Introductory Mathematics through Advanced Placement Calculus. (ASK)

ED 445 942 SO 029 408

Cecil, Nancy Lee; Roberts, Patricia L.
Families in Children's Literature: A Resource Guide, Grades 4-8.
PUB DATE- 98
NOTE- 148p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Literature; *Family Characteristics; *Family Environment; *Family Life; *Family Relationship; Family Structure; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Multicultural Education; Social Studies

This guide provides teachers and librarians with helpful activities for using children's literature as a resource for acquainting middle-school children with culturally diverse families. The book selections chosen aim to offer students insight into the question, "What is a family?" The guide is organized in 4 sections according to the primary characteristics of the families depicted in stories about: "Diverse Family Groups"; "Heritage and Traditions"; "Relationships within Families"; and "Conflicts within Families." Each section is subdivided according to secondary family characteristics ranging from death in the family to homelessness. Various literary genre are represented, each featuring main characters who by their actions contribute to developing concepts about family in different social contexts. Each book selection includes a "Discussion and Beyond" section with questions to promote thoughtful discussion, and a "Target Activity" which suggests either visualization, brainstorming, role plays, or web creation as a means of helping children purpose, its correlation to historical and social sciences skills, and how to conduct the lesson, including management and assessment tips. (RJC)

ED 445 965   SO 031 501

Sears, Bill
Weather Anomalies. 9th Grade Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Climate Change; Cooperative Learning; *Geography; High Schools; Interdisciplinary Approach; Internet; Meteorology; Natural Disasters; *Physical Geography; Social Studies; *Weather
IDENTIFIERS- California; United States (East)

This curriculum unit requires students to use science, geography, and language arts skills in studying the weather. Students are asked to report on weather anomalies and are provided with background information, detailed instructions, online resources, and reflection questions. The teacher's guide describes the unit's purpose, correlation to historical and social sciences skills, and how to conduct the lessons, including management and assessment tips. (RJC)

ED 445 966   SO 031 538

Granet, Eileen M.
Not Just a Man's War: Women in the American Civil War 1861-65. 8th Grade Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil War (United States); *Females; Grade 8; *History Instruction; Junior High Schools; *Military Personnel; *Military Service; Role Playing; Small Group Instruction; Social Studies; Student Projects; United States History

This eighth-grade lesson teaches about military battles and the lives of women during the U.S. Civil War. Students work both individually and in groups, assuming the perspective of a young woman who has left home to join the war effort. The lesson progresses along the following steps: (1) "Getting Started" (Focus on a particular woman's role); (2) "Civil War 'Spiders'" (Brainstorming); (3) "Cyber Scavenger Hunt" (Internet research); (4) "Flowing Terrific Terms" (Vocabulary); (5) "A Young Girl's Life" (Diary reading); (6) "Meeting a Spy and Other Stories" (Diary reading); (7) Internet Research; (8) "Keeping in Touch with Home" (Letter writing); (9) "Dynamite Drawings" (Creating maps, scenery, props, etc.); (10) "Storyboards"; (11) "Practice Presentation"; (12) "Final Group

"Executive Summary"; "Something Is Wrong"; "A Moral Enterprise"; "The Role of Education"; "The Policy Context"; "The Challenge"; "Recommendations"; and "A Final Word." Contains a 34-item bibliography and an appendix which lists programs that effectively use service-learning. (BT)

ED 445 987 SO 032 066

Harwood, Angela; Underhill, Callie
Promising Practice for K-16 Project Connect: School-University Collaboration for Service-Learning. Promising Practices Paper.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Educational Practices; Elementary Secondary Education; Grade 8; Higher Education; Middle Schools; Preservice Teachers; Program Descriptions; *Service Learning
IDENTIFIERS- Bellingham Public Schools WA; *Project CONNECT; Western Washington University

This issue paper describes a professor's and a teacher's experiences with Project Connect, an ongoing collaborative service-learning project between preservice teachers at Western Washington University (WWU) and eighth-grade students at Fairhaven Middle School in the Bellingham (Washington) Public School District. The paper explains that for both university and eighth-grade students the project features strong academic components designed to meet state and national learning standards, as well as opportunities for students to provide sustained, needs-centered service to community organizations. It describes the project's rationale, outlines how the project actually worked, and reports outcomes for each set of students. Provides recommendations for helping others create similar collaborations. Contains 14 references and a list of resources/organizations. (BT)

ED 445 988 SO 032 067

Anderson, Jeffrey B.
Service-Learning and Preservice Teacher Education. Learning in Deed Issue Paper.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 00
NOTE- 18p.; Produced by the Education Commission of the State's Initiative, Compact for Learning and Citizenship.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Instructional Effectiveness; Preschool Education; *Preservice Teacher Education; Program Descriptions; *Service Learning

This issue paper describes the reasons service-learning is used in preservice teacher education, examines challenges to its use and strategies for success, and presents examples of successful programs. The paper offers suggestions and resources to assist

Ferguson); Social Advocacy: History, Theory, and Practice (Barbara L. Wysocki); and Government Service-Learning" (Michaelean Monahan; Kathy Quesenberry Fout); (5) "Service-Learning in Social Studies Teacher Education" (Joan Rose); and (6) "Challenges to Effective Practice" (Rahima C. Wade). Appended are several resources for social studies educators and a position statement by National Council for the Social Studies on service learning. (BT)

ED 446 009 SO 032 170

Stamm, K. Brad
Using the Music Industry To Teach Economic Principles.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics; Higher Education; Instructional Effectiveness; Instructional Improvement; Macroeconomics; *Music; Popular Culture; Teaching Methods

The key purpose of this paper is to provide economics and business professors, particularly those teaching principles courses, with concrete examples of economic theory applied to the music industry. A second objective is to further the interest in economic theory among business majors and expose non-majors to economic principles via real world applications pertaining to music. The music business is an appropriate vehicle for assisting in the instruction of students, especially at the principles level, because it is significant in terms of both economics and popular culture; economic theory with no real world application is of little value and interest to students. Cites 27 sources. (BB)

ED 446 010 SO 032 173

Harris, Laurie Lanzen, Ed.; Abbey, Cherie D., Ed.
Biography Today: Profiles of People of Interest to Young Readers. Author Series. Volume 6.
PUB DATE- 99
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Reference Materials - General (130)
DESCRIPTORS- Adolescent Literature; *Authors; Childrens Literature; Fiction; *Individual Characteristics; Intermediate Grades; Nonfiction; Readability; Secondary Education
IDENTIFIERS- *Biodata; Journalists; *Professional Writing

This book provides biographical profiles of 11 authors of interest to readers ages 9 and above and was created to appeal to young readers in a format they can enjoy reading and readily understand. Biographies were prepared after extensive research, and each volume contains a cumulative index, a general index, a place of birth index, and a birthday index. Each entry in provides at least one picture of the individual profiled, and bold-faced rubrics lead the reader to information on birth, youth, early memories, education, first jobs, marriage and family, career highlights, memorable experiences, hobbies, and honors and awards. All entries end with a list of easily accessible sources designed to lead the student to further reading on the individual. Volume 6 features the following programs that provided information confirming their personal theories. Most principals valued chances for informal networking during inservice activities. Principals wanted a balanced blend of information, demonstrations, practice, reflection, and discussion about implementation problems. The most effective inservice training method involved the principals and all of the teachers participating in an inservice program. (Contains 17 references.) (SM)

ED 446 033 SP 039 463

Mayes, Ann Shelton; Young, Beverly L.
Innovative International Collaboration in Teacher Preparation in the Context of Global Teacher Education Challenges: Open University (UK) and California State University (US).
PUB DATE- 00
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; *International Cooperation; *Open Universities; *Preservice Teacher Education; *Teacher Collaboration; Teacher Shortage
IDENTIFIERS- California State University; Open University (Great Britain)

This paper outlines a specific distance education solution to a condition of teacher shortage involving the collaboration of two major institutions of higher education in two countries: the Open University of the United Kingdom and the California State University System of California, United States. The paper explores global challenges facing teacher educators in preparing teachers for the 21st century and specifically addresses the potential of new models of distance education in providing solutions. The Open University's model and principles for supporting open learning in teacher preparation are outlined, and the California State University program that resulted from the collaboration is described. The paper also discusses the process of collaboration and potential for adapting the Open University's model in other cultural contexts, and it identifies areas for ongoing evaluation enabling international comparisons. (Author/SM)

ED 446 034 SP 039 464

Mahony, Pat; Hextall, Ian
What a Performance: Reshaping Teaching in England.
PUB DATE- 00
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Quality; Elementary Secondary Education; Equal Opportunities (Jobs); Federal Government; Foreign Countries; Governance; Government School Relationship;

centered on current best practices and performance-based standards; (2) outlines the development of two field experience structures: a two-semester Professional Development School (PDS) model and a more traditional professional semester approach; and (3) presents the statistical data, analysis, and interpretation of an experimental study done with both teacher training orientations. The study used the Teacher Needs Assessment Questionnaire, which measured teacher developmental stages. The study results indicated that PDS teacher candidates had a higher perception of needs than did traditional teacher candidates and were more aware of their need to develop skills measured in the instrument. Both groups showed the highest need in the survival stage. The paper concludes with recommendations for further investigation. (Contains 16 references.) (SM)

ED 446 053   SP 039 485

Adams, Dennis M.
Learning and Teaching Styles. Collaborative Action Research Report.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *Cognitive Style; Elementary Secondary Education; Inservice Teacher Education; Teacher Attitudes; Teachers; *Teaching Styles

This paper describes a collaborative action research effort designed to investigate: whether teachers would be able to predetermine their dominant learning and teaching styles; whether teachers' dominant learning and teaching styles would be similar; whether teachers of differing levels or subjects would be concentrated in any one dominant learning or teaching style; and whether teachers would recognize the importance of teaching to students' different learning styles. School district staff were invited to a two-evening inservice on teaching and learning styles. Participants completed questionnaires in which they described their own teaching and learning styles. They also completed course evaluations and post-course surveys assessing their understanding of information taught in the course. Most participants had no trouble picking out their teaching styles. Through the course, teachers discovered what their learning styles were and how they differed from what they thought they were. Some teachers who were very strong learners in one category differed in teaching style dominance. There was no significant trend toward any particular learning style based on grade level taught. Participants realized the importance of teaching and learning styles to the performance of their students. (SM)

ED 446 054   SP 039 486

Easley, Jacob, II
Teacher Attrition and Staff Development for Retention.
PUB DATE- 00
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; *Faculty Development; *Faculty

Data come from a research project on human rights education in Zimbabwe. The book criticizes the objectives and programs of people in the field from legal and educational perspectives, arguing that emphasis has been on civil and political rights rather than economic, social, and cultural rights and what the law should be. It states that people must be educated on knowing their rights and knowing when their rights are abused. It suggests that human rights education programs in Zimbabwe do not reflect the principles of universality, integration participation, and interdisciplinarity. There are seven chapters: (1) "Introduction"; (2) "Theoretical Aspects of Non-Formal Human Rights Education"; (3) "The Legal, Political, Economic, Social and Cultural Environment"; (4) "Actors in Non-Formal Human Rights Education: A Qualitative Analysis"; (5) "Actors in Non-Formal Human Rights Education: A Quantitative Analysis"; (6) "Target Groups of Non-Formal Human Rights Education"; and (7) "Conclusions and Recommendations." Three appendixes present: the project proposal; organizations and institutions involved in human rights education; and study participants (professionals, college students, school students, and adults). (SM)

ED 446 074 SP 039 512

Tamakloe, E. K.
An Evaluation of the National Conference on Teacher Education, 1986.
PUB DATE- 97
NOTE- 92p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Conferences; Elementary Secondary Education; Foreign Countries; Higher Education; *Preservice Teacher Education; Program Evaluation; Teacher Certification
IDENTIFIERS- *Ghana

This study ascertained the extent to which the objectives of the 1986 National Conference on Teacher Education in Ghana were achieved. A total of 111 people registered for the conference, 80 actively participated, and 52 completed a conference evaluation. The evaluation examined the timing of the conference, facilities provided, papers read, and the extent to which the end-of-conference resolutions were implemented. Chapter 1, "Introduction," provides background information on the conference, states the purpose of the study, describes the participants, discusses how the study sample was chosen, and explains the study instrument. Chapter 2, "The Statement and Discussion of Results," describes the data collected and how they were analyzed. Chapter 3, "Implementation of End-of-Conference Resolutions," analyzes the extent to which the resolutions were implemented. Chapter 4, "Summary and Suggestions," presents conclusions and recommendations. Overall, the conference was well-attended; participants liked the facilities, activities, and accommodations; and respondents considered all 30 lead papers relevant to the theme of the conference. The four appendixes offer: the welcome address; a summary of the main points in the papers presented; the conference evaluation instrument; and the end-of-conference resolution. (SM)

ED 446 075 SP 039 513

Costa, Arthur L., Ed.; Kallick, Bena, Ed.
Assessing & Reporting on Habits of Mind. A Developmental Series,

standards, administrator standards, and pupil services standards); (3) "Program Approval and Appeals" (implementation, program approval, appeal procedure, experimental and innovative programs, and review and modification of rules); (4) "Institutional and Program Standards" (e.g., organization and administration of teacher education programs, faculty, student services, and conceptual framework); (5) "Licenses and Stages" (e.g., initial educator license, professional educator license, master educator license, and intern licenses); (6) "Licensing Continuation and Conversion"; (7) "Teaching Categories and Levels" (e.g., teaching categories at the early childhood through middle childhood levels, middle childhood through early adolescence levels, and early adolescence through adolescence levels); (8) "Pupil Services Categories"; (9) "Administration Categories"; (10) "Supplementary Categories"; (11) "Additional Licenses"; (12) "License Revocation"; and (13) "Professional Standards Council." (SM)

ED 446 094   TM 031 783

Kane, Michael
Current Concerns in Validity Theory.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (81st, New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Scores; *Test Interpretation; Test Results; *Theories; *Validity

Validity is concerned with the clarification and justification of the intended interpretations and uses of observed scores. It has not been easy to formulate a general methodology set of principles for validation, but progress has been made, especially as the field has moved from relatively limited criterion-related models to sophisticated construct models. The watershed event in the development of validity theory has been the development of a well-articulated version of construct validity by L. Cronbach and P. Meehl (1955). The general principles they, and others, have articulated, that validation requires an extended analysis of evidence based on an explicit statement of the proposed interpretation and involving the consideration of competing interpretations, are applicable to all validity arguments. These principles fit into an argument-based approach to validation. The validity argument evaluated the plausibility of the proposed interpretation by examining the inferences and assumptions in the interpretive argument critically. The validity argument will typically involve different kinds of evidence and is most likely to be effective in improving the measurement procedure and its interpretive argument to the extent that it identifies the weak points in the interpretive argument. A proposed interpretation is most effectively evaluated by challenging its most questionable assumptions and thereby pitting it against the most plausible alternate interpretations of the observed scores. (Contains 44 references.) (SLD)

ED 446 095   TM 031 836

Creighton, Theodore B.
Schools and Data: The Educator's Guide for Using Data To Improve

skills, 115 were rejected, usually because the "skill" did not represent an acquired aptitude that could be integrated into teaching through practice and had no generally accepted definition. One appendix lists these skills, and the other defines the identified teaching abilities. A list of questions related to critical abilities of teaching needed for pre-service teacher education is attached. (Contains 102 references.) (SLD)

ED 446 116   TM 031 877

Ediger, Marlow
State Mandated versus a Locally Determined Curriculum.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Curriculum Development; Elementary Secondary Education; *Portfolio Assessment; *Standardized Tests; *State Programs; *Student Evaluation

The advantages and disadvantages of state mandated and locally developed curricula are discussed. State mandates emphasize a measurement philosophy of education in which testing is the name of the game to determine how well students are achieving. One of the advantages of a state mandated curriculum is that the curriculum is aligned with the objectives of instruction for teaching. Students are asked to achieve at a higher level, and exit objectives are more likely to be stressed. However, the setting of objectives may be arbitrary in terms of students levels to be achieved. There are flaws in large-scale state testing, such as inadequate pilot testing or scoring errors. Test writers are at a distance from local classrooms, and standardized tests may not provide enough information about what the individual student needs. The portfolio approach is a local effort at assessment that emphasizes the accomplishments of individual students. Using a portfolio allows the application of constructivist principles and the development of the curriculum internally within the school or classroom to reflect student needs and abilities. (SLD)

ED 446 117   TM 031 878

Yeung, Alexander Seeshing; Lee, Cynthia Fong King; Pena, Isabel Maria; Ryde, Jeni
Toward a Subjective Mental Workload Measure.
PUB DATE- 00
NOTE- 16p.; Paper presented at the International Congress for School Effectiveness and Improvement (Hong Kong, China, January 4-8, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *College Students; *Construct Validity; Foreign Countries; Higher Education; *Prediction
IDENTIFIERS- Australia; *Cognitive Load; Confirmatory Factor Analysis; Hong Kong; Workload

The lack of a conceptually and psychometrically strong measure of human mental workload has undermined interpretations of research based on cognitive load theory. Applying a confirmatory factor analysis approach to construct validation, a Subjective Mental Workload Survey was developed with four

Teaching the Teachers: Different Settings, Different Results.
Policy Information Report.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; College Entrance Examinations; Higher Education; *Institutional Characteristics; *Preservice Teachers; *Schools of Education; *Scores; Teacher Certification; *Teacher Education; Test Results
IDENTIFIERS- *Praxis Series; Scholastic Aptitude Test

The links between the characteristics of teacher education institutions, their programs, and teacher effectiveness as measured by scores on teacher licensure examinations were studied for the Southeast United States. Four sources of data were used: (1) data on 39,140 prospective teachers who took the Praxis II examinations for teacher licensure; (2) data on the 152 postsecondary institutions these teachers attended; (3) data on 76 of the 152 teacher education programs at these institutions; and (4) SAT scores for 9,078 of the Praxis test takers who had also taken the SAT. Data indicated that higher education institutions that have teacher education programs vary greatly in background characteristics and average licensure scores of their students. Five characteristics of institutions and programs were identified as conducive to higher teacher licensure scores. Private institutions outperformed public ones, and universities outperformed colleges. Teacher education programs with a higher number of traditional students outperformed those with fewer such students. Teacher education programs with ethnically diverse students outperformed those with overwhelmingly white faculties. Institutions with large proportions of education majors and minors and large proportions of their budgets devoted to teacher education performed worse than institutions with small proportions of education majors and minors and small proportions of their budgets devoted to teacher education. Findings show that teacher education programs are neither uniformly successful nor uniformly unsuccessful. (Contains 9 figures and 25 references.) (SLD)

ED 446 139 TM 031 901

Ediger, Marlow
State Testing Standards versus Creativity.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; *Creativity; Elementary Secondary Education; *State Standards; *Testing Programs

The balance between conformity to state standards and creativity in providing for individual differences in the classroom is discussed. With the current emphases on accountability and standards, learning opportunities for students are supposed to be aligned with state-mandated objectives. This may lead to a situation in which rote learning, memorization, and teaching to the test make up the curriculum. Some principals feel that the measurement movement is objective, that it provides a meaningful indicator of learner progress in school, and yields data for parents and guidelines about what should be taught. In contrast, some principals, who are more subjective, believe

Multiple Intelligences: Theory to Practice in New York City Schools. Middle School/High School. Manual and Video Guide .
PUB DATE- 99
NOTE- 193p.; For the manual and videotape guide for grades K-5, see UD 033 668. Videotape not available from ERIC. Edited by Phyllis Fernandez.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Style; Educational Theories; *Faculty Development; High Schools; Learning Activities; Learning Theories; Literacy Education; Middle School Teachers; Middle Schools; *Multiple Intelligences; Problem Based Learning; Secondary School Teachers; Talent Development; *Teacher Improvement; Videotape Recordings

This program is a self-guided professional development experience that explains how to use multiple intelligences (MI) theory to improve teaching, learning, and achievement in middle and high school classrooms. The program consists of one manual and six VHS videos, each of which corresponds to one of the six modules listed in the table of contents. Each module reflects one Pathway as presented in the professional development guide, "Pathways to Multiple Intelligences: A Guide to Thoughtful Practice." The modules contain: objectives and introduction; a video guide; units, lessons, and tools, with curricular suggestions, planning guides, and related resources; and additional readings. Each module takes between 1-2 hours to complete. The six modules are: (1) "Introduction to MI Theory"; (2) "Observing and Recognizing Multiple Intelligences"; (3) "Building on Strengths to Promote Literacy Skills"; (4) "MI Theory and Deepening Understanding"; (5) "MI Theory and Problem-Based Learning"; and (6) "Theory and Talent Development." (SM)

ED 446 159 UD 033 672

Croxford, Linda
Inequality in the First Year of Primary School. CES Briefing.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Disadvantaged Youth; *Early Intervention; *Elementary School Students; Foreign Countries; Literacy; Numeracy; Primary Education; *Student Evaluation
IDENTIFIERS- *Scotland

In Scotland, the Early Intervention Programme (EIP) aims to raise standards of literacy and numeracy in the first 2 years of primary school with an emphasis on overcoming disadvantage and inequality. As part of this initiative, one local authority, Aberdeen City, has introduced Baseline Assessment on entry to primary school with a follow-up assessment at the end of Primary 1 (P1) stage. Analysis of the assessment data at the beginning and end of P1 makes it possible to evaluate the effectiveness of the EIP. Levels of attainment of literacy and numeracy varied considerably for these students, but their attainment tended to be lower if they were younger than average, had English as a second language, came from relatively poor families, or lived in areas of multiple deprivation. On entry to P1 there was no evidence of gender differences in attainment of literacy or numeracy, but gender differences emerged during P1. By the end of the first year, girls had made more progress in reading and less progress in mathematics than

Graduate Study; Higher Education; Professional Development; *Professional Development Schools; *Teacher Education; Urban Schools; *Urban Youth

Professional development schools (PDSs) were developed to provide a new model for teacher education that enables graduate students to have meaningful classroom experiences while they earn their degrees. This digest describes some of the ways that PDSs can improve the school experiences of urban students. It also describes some of the pitfalls of PDSs. In the area of general school support, a PDS has the advantage of the presence of additional personnel who can perform many useful functions. The professional development the university professors offer inservice teachers and the integration of organized service programs in PDSs also benefit schools. One possible challenge is that improving education in the participating school may not be the primary goal of the university partner, given its mandate to educate its own students. An important aspect of the PDS model is the action research that can enhance instructional strategies. Another advantage of a PDS is the infusion of a multicultural perspective into learning. The parent and community involvement that are planned for in a PDS become important elements in school improvement. The information in this digest is geared to guiding schools that are considering a PDS partnership.(Contains 11 references.) (SLD)

ED 446 180   UD 033 809

Lonergan, James M.
Internet Access and Content for Urban Schools and Communities. ERIC Digest Number 157.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Computers; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; *Equal Education; *Internet; School District Wealth; *Urban Schools
IDENTIFIERS- *Access to Technology; ERIC Digests

The "digital divide," the separation between those with access to new technologies and those without, is seen by many as one of the leading equity issues in the United States. Computer and Internet access varies widely across the United States, with better educated people, those with more money, and whites more likely to have Internet access. In the early years of the Internet, schools with lower concentrations of poor students and suburban schools were more likely to have Internet access, but by 1996 all schools were equally likely to have Internet access. Urban schools, however, remained more likely to have more students per computer with Internet access. Underserved communities are gaining access to the Internet, but there are four significant content deficiencies for these communities: (1) lack of local information; (2) literacy barriers; (3) language barriers; and (4) lack of cultural diversity in Internet material. Public policies and private initiatives are attempting to expand affordable access to information resources in both homes and communities. The Education rate (E-rate) program is perhaps the best known universal service initiative. This program provides discounts on certain telecommunications services to eligible organizations. Other programs include education for poor and minority children in Texas, the U.S. Supreme Court declined to order relief and declared education not a "fundamental interest" under the federal Constitution and that poor children did not constitute a "suspect class" entitled to special judicial scrutiny. One reason the Supreme Court did not rule in favor of the "Rodriguez" plaintiffs was that there were not "judicially manageable standards" for developing effective solutions to the problems. The search for judicially manageable standards has provided a potent legal initiative to ensure educational adequacy. The fact that legislatures and state education departments have developed clear criteria regarding the skills children will need to function productively as citizens in contemporary society has allowed courts to perceive more easily the core adequacy goals in the state constitution education clauses. In recent years a synergy has developed between education reform initiatives and judicial formulations of adequacy requirements that is resulting in the development of a concept of adequate education that may provide genuine opportunity for all students. (SLD)

ED 446 199   UD 033 830

Boyd, Barry L.
Youth for Community Action: Leadership for Inner-City Youth.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Leadership Training; *Middle School Students; Middle Schools; *Service Learning; Urban Youth; *Youth Programs
IDENTIFIERS- Fort Worth Independent School District TX; *4 H Programs

Nine of the 12 principles for effective leadership programs suggested by R. Woyach and K. Cox (1997) were used in the creation of a teen leadership program in Fort Worth, Texas. With support from several sources, the Texas Agricultural Extension Service in Tarrant County created 4-H Youth for Community Action (4-HYCA), an after-school leadership development program targeting teens in three inner-city middle schools. The program provided opportunities for inner city youth to learn and practice leadership skills in a service-learning environment. The program used an experiential model to teach youth leadership skills. Program leaders met weekly with each group of students for 12 weeks. Participants were asked how they perceived their knowledge level prior to the program as part of a posttest. The use of experiential activities combined with service learning proved to be a successful model for teaching leadership skills to these students. The students also successfully carried out three significant community service programs in their neighborhoods. Students from two sites painted houses of elderly women, while students from the other school repaired an area of erosion in a park. The model used in the 4-HYCA program is one that can be implemented in any youth-serving organization. (Contains 12 references.) (SLD)

ED 446 200   UD 033 831

Eisen, Marvin; Pallitto, Christina; Bradner, Carolyn; Bolshun, Natalya
Teen Risk-Taking: Promising Prevention Programs and Approaches.
PUB DATE- 00
NOTE- 105p.; Supported by the RWJ Foundation.

Data was collected through a survey questionnaire, site visits, and informal interviews carried out in the Solomon Islands between July and August 1998. The 20 libraries that responded to the questionnaire included 1 national, 2 academic, 3 public and provincial, 4 school, and 10 special libraries. The major findings reveal problems in library and information services provision to local communities. These problems are not unique to Solomon Islands but are common to many developing countries. Library service is hampered by a general lack of library resources, a serious shortage of qualified librarians, insufficient funding, a lack of cooperation between libraries, and a lack of commitment to and recognition of libraries by responsible authorities including the Government. There is also a lack of awareness of the services provided by the libraries and of the importance of librarianship as a profession. This research concludes with discussion on the roots of the problems and ways in which these problems could be overcome to lead to improving the standard of libraries and librarianship in the Solomon Islands. Appendices include the survey questionnaire, letters to libraries, and list of participating libraries. (Author/AEF)

ED 445 697 IR 057 912

Martin, Nadia J.
Disaster Management in the Church and Synagogue Library. CSLA Guide No. 18.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Library Administration; Library Materials; *Library Planning; *Special Libraries
IDENTIFIERS- *Church Libraries; Disaster Planning; *Synagogue Libraries

This guide is written for staff in church and synagogue libraries which traditionally have small collections, limited funding, and volunteer staff. The information in this guide provides the tools needed to create a customized disaster response plan for church or synagogue libraries. Part 1: The Disaster Response Plan, covers the process of preparing and writing a disaster response plan. Part 2: Recovery before, during, and after a Disaster, addresses what to do when a disaster occurs or is announced; how to assess the damage; knowing what to recover and what to discard; what to do with the damaged items that are retrieved from the library; what to do with water-soaked books or archival material; how to dry books and papers that are slightly wet; what to do with valuable items; how to handle photographs; what to do with magnetic tape media; and handling a disaster that isn't covered in the plan. Part 3: Preventing and Minimizing Damage due to Disaster includes information on how frequently to perform library inspections; protecting collections during renovation; and minimizing damage and losses. (AEF)

ED 445 698 IR 057 913

Lance, Keith Curry; Rodney, Marcia J.; Hamilton-Pennell, Christine
How School Librarians Help Kids Achieve Standards: The Second Colorado Study.

Investigates the possible link between the rise (beyond inflation) in tuition and the increased use of computers within the public two-year institutions (a.k.a. community colleges). Examined in detail one aspect of the data available related to the effect of the costs of computing in community colleges. Utilizes data for tuition (adjusted for inflation) and computers on the campuses of community colleges. The result from this work found the null hypothesis to be false, thus leading to the conclusion that there is a correlation between tuition costs and campus computers. Notes three changes in the slope of the tuition curve between 1980-81 and 1983-84 (when the number of computers in use in the U.S. increased an order of magnitude, from one to ten million units), between 1987 and 1990 (when Microsoft introduced the Windows environment and the federal government passed the American Disabilities Act), and between 1992 and 1995 (when the Internet came out of the research community and Windows '95 was introduced). Describes the difficulties caused by the data used in this study, especially missing data elements. Addresses future data analysis and concerns to be considered and what the future will hold for the computerization of community colleges and their fees. Contains 24 references. (VWC)

ED 445 718   JC 000 653

Romero, David T., Ed.
San Bernardino Valley College Strategic Enrollment Management Plan: Recruitment and Retention, 2000-2002.
PUB DATE- 00
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Enrollment Management; *School Holding Power; *Strategic Planning; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *San Bernardino Valley College CA

The San Bernardino Valley College (California) Strategic Enrollment Management (SEM) Plan was developed to specifically increase student enrollment and to improve retention over 2000-2002, and thereafter. Presents the SEM plan in two parts: recruitment and retention. The date, description, action, person responsible, date needed, date completed, and budget of each of these two plans are also tabularized. Recruitment includes many advertising and promotional campaigns. The primary strategy is the use of direct mail, newspaper, radio, and on-screen advertising in local theaters. Print advertising has also been developed for minority newspapers in the college's service area. On-screen advertising has been secured at the two most popular cinemas in the service region. Special events have also been scheduled such as workshops, seminars, and open houses for financial aid, vocational education, sports and fitness, and career planning. Retention calls for the creation of Focus Groups to identify those things inside and out of the classroom that "work" and, in some cases, "do not work." Another aspect of the plan calls for weekly activities for students during the initial few weeks of a semester. By fall of this year, it is a goal to provide each student with a free e-mail address. A faculty-to-faculty mentoring program is also part of this plan. (VWC)

ED 445 719   JC 000 654

(120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Administrator Attitudes; *Educational Finance; *Higher Education; Paying for College; *Research Universities; Research Utilization
IDENTIFIERS- *Atkinson (Richard C); University of California

This document records responses by University of California President Richard C. Atkinson to questions posed by the California Citizens Commission on Higher Education regarding issues and challenges facing California's colleges and universities. Responses indicated that (1) state funding constraints make access to education the principal policy issue facing the state as well as higher education; (2) funding pressures and diversion of resources to undergraduate education threatens the quality of university research programs as well as the state's economic development; (3) students will have to bear an increasing share of the cost of their education in the form of higher fees, especially in professional programs; (4) the university is committed to diversity and student academic outreach programs; (5) the university conducts research, trains faculty, and collaborates with other educational institutions, including K-12, helping them fulfill their public purposes; (6) the question of whether there is a substantial and continuing oversupply of Ph.D.s is complex and important; and (7) the university is deeply concerned about the status of state and federal funding for research and sees a need to link research to its application in business and industry. (PGS)

ED 445 739 JC 000 676

Robertson, Piedad
Initiatives for Public Education: Endowing Lifelong Learning for Santa Monica. Staff Report to Board of Trustees.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Community Development; *Educational Finance; *Government School Relationship; Institutional Cooperation; Partnerships in Education; Two Year Colleges
IDENTIFIERS- *Santa Monica College CA; Santa Monica Unified School District CA

This report to the Santa Monica College (SMC) Board of Trustees focuses on the college's programs and achievements, especially as they relate to community development, and proposes a new city government and school relationship with respect to educational finance. The report proposes creation of the Santa Monica Educational Authority (SMEA), a voluntary educational partnership between the City of Santa Monica, the Santa Monica-Malibu Unified School District (SMMUSD) and SMC. The purposes of SMEA would include arranging institutional cooperation in community development efforts; meeting the recreational, educational and cultural needs of the community; building new institutions to contribute to community and economic revitalization; and meeting educational funding shortfalls with city revenues and reserves. The report proposes that the city of Santa Monica annually allocate the maximum amount possible for public educational revitalization in the City of Santa Monica, consistent with an estimated annual unfunded need of at least $18,000,000. Of this amount, 70% would be allocated to SMMUSD, 25% to SMC and 5% to new programs serving children year, state, region and type of transfer institution. (PGS)

ED 445 759 JC 000 702

City College of San Francisco 1997 Sexual Harassment Student Opinion Survey.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Diversity (Institutional); *Sexual Harassment; *Student Surveys; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

This document describes the findings of a 1997 sexual harassment student opinion survey conducted at City College of San Francisco. Survey questions were jointly developed by the Sexual Harassment Prevention Sub-Committee of the Diversity Advisory Committee and the Office of Research and Planning, approved by the College Advisory Council, and administered by trained volunteers to over 1100 students at the Phelan and Castro-Valencia campuses. General findings include that: over 75% of the respondents do not know the current CCSF procedure for reporting sexual harassment; 66% of women versus 34% of men indicate personal experience of gender discrimination; the rate of sexual orientation discrimination personally experienced by women is about twice that experienced by men; if confronted by sexual harassment, few students would drop a course or drop out - most (68%) indicate they would follow the established CCSF reporting procedure. The committee recommended improvement in student and employee education about types of sexual harassment and reporting procedures, specifically supporting mandatory employee diversity training to impart a common understanding of what does and does not constitute sexual harassment. (PGS)

ED 445 760 JC 000 703

City College Demographics, Fall 1996-1997. Fact Sheet.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; Diversity (Faculty); Diversity (Institutional); *Diversity (Student); Statistical Studies; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

This document contains statistical demographic information describing the gender, age, and ethnicity of the 57,772 students enrolled at City College of San Francisco (CCSF) during the fall 1997 semester, as well as the ethnicity of the faculty, classified staff and administrators working at CCSF at that time. The report includes 1996 figures for purposes of comparison. Survey results for 1997 include the following information: (1) credit students are 55% female; 33% Asian/Pacific Islander, 30% white, 14% Hispanic/Latino, 8% African American; 25% are between the ages of 20-24, and 20% between the ages of 25-29; (2) non-credit students are 58% female, 42% Asian/Pacific Islander, 21% white, 21% Hispanic/Latino, 6% African American; 38% of non-credit students are older than 50, and 16% are between the ages of 40-49; (3) of the 1593 faculty members, 61% are white, 16% Asian/Pacific Islander, 9% Hispanic Latino, 9% are African American; (4) of the 769 staff members, 29% are Asian/Pacific

ED 445 779 PS 028 803

Singh, Dalar K.
Families of Head Start Children: What Do We Know?
PUB DATE- 00
NOTE- 22p.; Paper presented at the Head Start National Research Conference (5th, Washington, DC, June 28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; *Child Rearing; Family Environment; Family (Sociological Unit); *Mother Attitudes; *Mothers; Parent Child Relationship; Parent Participation; *Parenting Skills; Preschool Education; *Stress Variables; Whites
IDENTIFIERS- African Americans; Parenting Stress Index; *Project Head Start

This study investigated the diverse family systems of Head Start children, specifically: (1) Do families of Caucasian and African American Head Start children experience parenting stress?; (2) Is perceived lack of parental competence associated with child-related stress in families of African American and Caucasian Head Start children?; and (3) Is there a relationship between African American and Caucasian mothers' perceived level of parental competence and educational level? Seventy mothers of African American background and 70 of Caucasian background were randomly selected from Head Start participants and administered the Parenting Stress Index and a demographic questionnaire. Findings showed that both African American and Caucasian mothers experienced parenting stress within the normal range; those mothers who felt more incompetent as parents felt more stressed; and African American and Caucasian mothers with more education felt more competent as parents. (Contains 17 references.) (EV)

ED 445 780 PS 028 805

Molenhouse, Chris; Petsas, Athena; Somers, Doug; Spiller, Jeanne; Thomas, Gayle
Lack of Organizational Skills Interfere with Academic Success.
PUB DATE- 00
NOTE- 53p.; Master's Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; Action Research; Change Strategies; Low Achievement; *Middle School Students; Middle Schools; *Organization; Parent Participation; *Program Effectiveness; Skill Development; *Student Improvement; Underachievement
IDENTIFIERS- *Organizational Skills

This action research project evaluated an intervention to improve the organizational skills of middle school students with grade point averages below 2.0. Students' lack of organizational skills was documented by means of parent and student surveys, grade point averages, and progress and deficiency reports exhibiting frequently missing homework assignments. The intervention included daily teacher checklists that were reviewed and monitored by the student's advisor, weekly conferences with parents to increase parent involvement, and instruction in organizational skills and strategies as part of the weekly advisory curriculum. Post-intervention data summarizes and explains findings from the MMFA program. The MMFA project was implemented in six Maryland school districts in fall 1998, with comparison schools selected from the same district as participating schools. Evaluation data were obtained from surveys, school records, and individual interviews with administrators, teachers and other school staff, parents, and students. The findings indicated that the classroom breakfast program was associated with improved student achievement, behavior, and attention, and decreased school absences and complaints of hunger. The overall conclusion of the report is that the Maryland Meals for Achievement has led to modest but educationally important improvements for participating students. Two appendices contain overheads summarizing the findings and the data collection instruments. (KB)

ED 445 798   PS 028 888

Nagle, Ami; Havill, Andrea
Closing the Gap: Insuring Children in Illinois. Special Report.
SPONS. AGENCY- Ford Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Woods Fund of Chicago, IL.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; *Children; *Health Insurance; Program Descriptions; State Programs
IDENTIFIERS- Access to Services; Affordability; *Childrens Health Insurance Program; *Illinois; Program Characteristics

Children who lack health insurance do not have access to preventive care, placing them at greater risk of serious illness. This special report of the Voices for Illinois Children describes federal and state efforts to address the problem of uninsured children and issues that will need to be monitored as Illinois begins to help children access health care. The report describes the development of the Children's Health Insurance Plan (CHIP) and states' requirements for participation in the plan. In addition, the report describes Illinois' two-phase approach to helping children access health care: (1) Medicaid expansion; and (2) KidCare, including eligibility, covered services, affordability, accessibility, continuous eligibility, program for insured children, and program evaluation. Characteristics of current state CHIP policies and plans are described regarding eligibility, program structure, services covered, cost-sharing, and outreach and enrollment. The report maintains that the key issues to be monitored regarding KidCare deal with parents' knowledge about the program, its affordability, and children's receipt of services. The report concludes with a table summarizing the provisions of KidCare's program for uninsured and insured children. (KB)

ED 445 799   PS 028 889

Matakis, Brian
Lifting the Welfare Spending Shroud: The Ambiguity around Expenditures Lessens with First Release of Information. Special Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.
PUB DATE- 00

Effect on School Readiness Difficult. Report to the Chairman, Subcommittee on Oversight of Government Management, Restructuring and the District of Columbia, Committee on Governmental Affairs, U.S. Senate.
PUB DATE- 00
NOTE- 20p.; Key contributions made to this report by Diana Pietrowiak, Sherri Doughty, Mary Crenshaw, Harriet Ganson, Jay Smale, and Shannon Lightner.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- National Surveys; *Preschool Children; *Preschool Education; *Preschool Evaluation; Program Effectiveness; *School Readiness; State Federal Aid
IDENTIFIERS- Department of Education; *Elementary Secondary Education Act Title I

At the request of the Committee on Governmental Affairs of the U.S. Senate, this report presents findings of a study to determine the extent to which Title I funds are used to support education or developmentally appropriate activities for preschoolers, and what is known about the effectiveness of Title I-funded programs in preparing preschoolers for school. Data were collected by means of a survey of the 111 largest school districts serving about 25 percent of all public school-aged children nationwide and 400 smaller school districts, interviews with Department of Education officials, review of data on the number of preschoolers served with Title I funds by state, and review of the Department of Education's Strategic and Performance Plans. Findings indicated that during the 1999-2000 school year, about 17 percent of the school districts receiving Title I funds spent an estimated $407 million on preschool services, making Title I second only to Head Start in its level of federal preschool education funding. Districts used their funds to serve an estimated 313,000 preschoolers. Almost all the children were between 3 and 5 years and received a variety of services. Children were served in every state. Although the Department of Education may lack the information to measure Title I's effect on children's school readiness, the Department may be able to structure its design of a planned study to collect such information. The report recommends that the Department explore the feasibility of isolating and measuring Title I's effect on school readiness. GAO contacts and staff acknowledgments are appended. (KB)

ED 445 817 PS 028 920

Klein, Shanna L.
"Meet the Alpha-Soruses": A Program for Early Childhood Development. Action Research in Family and Early Childhood UNESCO Education Sector Monograph No. 12/2000.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communications; *Dinosaurs; Early Childhood Education; *Emotional Development; Emotional Response; Instructional Materials; *Letters (Alphabet); Program Descriptions; *Teaching Methods; *Young Children

One of the goals of UNESCO is to act as a clearinghouse on connections with other organizations, examining the range of institutions that foster children's learning and development; (5) international projects, covering Chapin Hall's involvement with children's policy issues, researchers, and research centers in other countries; and (6) special projects and consultations, covering a range of projects, often undertaken in collaboration or consultation with other organizations. (KB)

ED 445 835 PS 028 939

Rabusicova, Milada
Opportunities for Child of Pre-School Age and His/Her Family in Czech Republic in 90's: A Comparison with Previous Times.
PUB DATE- 00
NOTE- 11p.; Paper presented at the European Early Childhood Research Association (EECERA) Conference (10th, London, England, August 29-September 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Economic Factors; Employed Parents; Foreign Countries; Mothers; Political Influences; *Preschool Children; *Preschool Education; *Social Attitudes; Social Change; Social Influences; *Sociocultural Patterns
IDENTIFIERS- Czech Republic; Czechoslovakia

This paper examines changes in social attitudes toward preschool institutional care in the Czech Republic over the last 50 years and discusses whether the present economic situation enables Czech families to decide which type of preschool care to choose for their children. The historic period is divided into two time periods for analysis: (1) the real socialism period (1950s to 1980s); and (2) the 1990s. The socialism period was characterized by the introduction of nursery schools and kindergartens to give mothers of small children a chance for full involvement in the labor force and resulted in well over 90 percent of 3- to 5-year-olds attending such institutions. The intellectual and ideological bent of these schools resulted in many parents abandoning them following political changes in 1989, as many nursery schools and kindergarten became subject to professional and public criticism. Children-friendlier kindergartens have been developing since the mid-1990s, with nursery schools almost disappearing. Findings from Czech respondents in the 1991 European Value Study reflected frustrations stemming from the socialist period when mothers were forced to work and did not trust communist child care. Findings from the 1999 survey suggest that current kindergartens meet parents' expectations more than previously and that working parents have become less apprehensive of using the services. Further, attitudes toward women's roles in the family and workplace are slowly changing, with many Czechs favoring traditional households. (KB)

ED 445 836 RC 021 785

Lemieux, Chris; Powers, Jennene; Quinby, Peter; Schultz, Caroline; Stabb, Mark
Exploring Old Growth Forests: A Teacher's Manual.
SPONS. AGENCY- Environment Canada, Ottawa (Ontario).
PUB DATE- 95
NOTE- 61p.; For learner's handbook, see RC 021 786. Sponsored by the Environmental Partners Fund of Environment Canada and The Richard Ivey Foundation.

*Social Capital

Executive Link is a group of farm businesses that meet for regular nonformal education and training in several chapters in eastern Australia. Each chapter consists of a number of boards, each made up of around six member farm businesses. The boards provide management advice to their members, who are free to accept or reject that advice. A study of the group revealed generally applicable prerequisites for developing a support capacity: 1) high level of individual members' personal self-confidence and high level of interpersonal communication skills; 2) getting to know each other as individuals, developing shared values and trust; 3) coming to regard each other as credible sources of support and advice; and 4) commitment to the board and fellow members. As they learn together, members generate horizontal social capital that is used as members make changes to their businesses. Executive Link is an example of a learning community that achieves positive economic outcomes because it is adaptable and willing to change. Member businesses are more resilient because the group acts as a support network that assists businesses as they make changes to take advantage of opportunities and minimize threats. Change processes draw on the social capital of the learning community--members are committed to the group, and there is a norm of reciprocity that leads to spontaneous actions for the benefit of others. (TD)

ED 445 854 RC 022 624

Hamann, Edmund T.
The Future Is Now: Latino Education in Georgia.
PUB DATE- 97
NOTE- 21p.; Presented at the Annual Meeting of the American Anthropological Association (Washington, DC, November 22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Administrator Attitudes; Bilingual Education Programs; Dropout Rate; *Educational Change; Elementary Secondary Education; Hispanic Americans; International Programs; Limited English Speaking; *Mexican American Education; Partnerships in Education; *Resistance to Change; Social Bias; *State Departments of Education
IDENTIFIERS- *Georgia; *Latinos

Georgia's Latino student population has risen from less than 2,000 in 1976 to more than 28,000 in 1996. In 1995-96, Latinos were less likely than their peers to finish school, more likely to struggle in the classroom, and less likely to have instructors from their ethnic background. The current Georgia Department of Education, characterized by criticism of federal involvement in education, an "English Only" approach, and a culture that does not support multicultural education or diversity, has not supported innovative programs and interventions and has compelled the departures of many of its experts on the educational needs of migrant students, second language learning, and multicultural teacher training. However, at the practitioner level, promising programs are being implemented. In Dalton, the Georgia Project represents a collaboration between the business community, the public schools, and the Universidad de Monterrey in Mexico. Project components include two-way bilingual education, a summer institute for teachers and administrators at the Universidad de Monterrey, a year-long visit of Mexico-certified English teachers who serve as bilingual paraprofessionals, teacher

*Educational Principles; Elementary Secondary Education; Models; *Native Language Instruction; School Community Relationship; *Second Language Learning; *Teaching Methods; Tribally Controlled Education

To examine the influence of Western perspectives on indigenous language teaching, a two-dimensional framework of approaches to language teaching is presented. A horizontal continuum concerning the nature of language ranges between form and function, and a vertical continuum concerning the nature of language learning ranges between construction and emergence, creating four quadrants into which language teaching approaches are grouped according to their basic assumptions. The formal-construction quadrant includes grammar practice, skills-based, and phonics approaches; the functional-construction quadrant contains the total physical response and functional-notional approaches; the formal-emergence quadrant includes the natural approach and innate language abilities such as Chomsky's language acquisition device; and the functional-emergence quadrant contains the whole language, emergent literacy, immersion, and communicative approaches. The model provides a useful way for indigenous language teachers to examine the assumptions and implications of various Western approaches to language teaching and decide which are appropriate for their community. The model can also be used for examining underlying assumptions and properties of traditional, indigenous approaches to language use, transmission, and acquisition. A principled eclectic approach may be most effective because language is both form and function, and can be internalized through practice and acquired through natural communicative use. It is important to involve the community in decisions about how to teach a language, so that local factors specific to particular indigenous languages are considered. (Contains 38 references.) (TD)

ED 445 873 RC 022 658

Reyhner, Jon
Teaching English to American Indians.
PUB DATE- 00
NOTE- 19p.; In: Learn in Beauty: Indigenous Education for a New Century; see RC 022 646.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indian Languages; *Bilingual Education; *Educational History; *Educational Practices; Elementary Secondary Education; *English (Second Language); Federal Indian Relationship; Immersion Programs; Second Language Learning; Teacher Education; *Teaching Methods
IDENTIFIERS- *Bureau of Indian Affairs Schools

Many practices in Bureau of Indian Affairs (BIA) schools were negative, but this paper emphasizes the positive efforts that were made throughout their history, especially in regard to teaching English. The Carlisle Indian School, which opened in 1879, encouraged the use of English through an English language student newspaper and frequently praised and rewarded students for speaking English. At the end of the nineteenth century, the "object method," which used objects and realia to help provide comprehensible input, was adapted for use in BIA schools. During the 1930s-40s elements of progressive education, which placed emphasis on the child rather than the subject matter, were used in BIA schools. Local material and daily experiences

(13) "Encouraging Expert-Like Thinking in Mathematics" (Rick Seaman); (14) "The Impact Mathematics In-Service Project: Case Studies at One Research Site" (Ann Kajander); (15) "Improving the Quality of In-Service Teacher Education in Sri Lanka" (Kanthi Jayasundera); (16) "Math Central" (Vi Maeers and Harley Weston); (17) "Large Scale Performance-Based Assessment in Ontario" (Mary Lou Kestell); (18) "What is Mathematical Meaning?" (Olive Chapman); (19) "Cleansing the Mathematical Palette: Metaphors as Scaffolds for Higher Order Thinking" (George Gadanidis); (20) "Between-Methods Triangulation: Is it Possible?" (Kgomotso G. Garegae-Garekwe); (21) "Linear Algebra as a Distance Course" (Asuman Oktac); (22) "New Faculty Teaching at York (1999-2000)" (Pat Rogers); (23) "Learning to Teach Mathematics through Math Letter Exchanges with Fourth Graders" (Sandra Crespo); (24) "Exploring Students' Perceptions of Mathematics through the Context of an Undergraduate Problem Solving Course" (John Grant McLoughlin); and (25) "Teachers' Interventions and the Growth of Students' Mathematical Understanding" (Jo Towers). (ASK)

ED 445 895 SE 063 862

Randle, David; Anderson, O. Roger
An Analysis of Student Perceptions of Learning Activities in a Museum-Based School.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Epistemology; *Evolution; Experiential Learning; Females; Grade 7; Grade 8; Males; Middle Schools; *Museums; Science Education; Sex Bias; *Sex Differences

This study compared the ways boys and girls in a museum-based school perceive the merits, relative value and epistemological meaning of a range of investigative activities. After completing a unit on evolution, 89 seventh grade and 16 eighth grade students were asked to rank order the activities according to preference and complete a Likert scale survey on how they liked each activity. A sample of 26 students were interviewed to determine how they interpreted a museum diorama. Interestingly, Likert scale results indicate a similarity in the types of activities preferred by boys and girls. Interview results indicate a similarity in observational skills among boys and girls, but an increased focus on exhibit aesthetics by girls. Rank order results show similarities in most favored activities but also indicate several differences that may be useful in designing "gender-equitable" science learning. The study supports the use of alternative locations, such as museums, to provide common ground science experiences that meet the needs of both boys and girls. (Author)

ED 445 896 SE 063 870

Slay, Jill
The Nature of Nature: Chinese Culture and Science Education.
PUB DATE- 00
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

"Management Science and Scientific Management"; (4) "Ideas and Recommendations for Teaching the Scientific Method"; (5) "More Information about "The Scientific Method""; (6) "Misunderstandings, Misinterpretations and Controversies Concerning "The Scientific Method""; and (7) "Conclusion". (YDS)

ED 445 920 SE 064 128

Mathematics and Science in the Eighth Grade: Findings from the Third International Mathematics and Science Study.
PUB DATE- 00
NOTE- 247p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Comparative Education; *Cross Cultural Studies; *Grade 8; Junior High Schools; Mathematics Achievement; Mathematics Education; Science Education; *Teaching Methods
IDENTIFIERS- *Third International Mathematics and Science Study

This report refocuses the international comparisons of eighth-grade students' achievement with the view to highlighting the place of the United States among the nations. A second component looks at the performance of sections of the eighth-grade student population against the same kind of international benchmarks. A third component picks up the emphasis of the Third International Mathematics and Science Study (TIMSS) on instructional practice by developing a description of the instructional practices of U.S. eighth-grade mathematics and science teachers. The discussion that follows describes TIMSS as the source of the information for these analyses and the context in which the various comparisons are made. Chapter 2 provides an international perspective on the performance of U.S. seventh and eighth graders. Chapter 3 looks at the performance of sections of the U.S. eighth-grade population in the same international context. Chapter 4 provides a description of the instructional practices of those who teach mathematics and science to these eighth-grade students. Chapter 5 discusses observations on the findings as a whole. (Contains 215 references.) (ASK)

ED 445 921 SE 064 129

Edmund, Norman W.
The Scientific Method Today: Your Guide to the Complete Method of Creative Problem Solving and Decision Making. SM-14. Year 2000 Edition.
PUB DATE- 00
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creativity; *Decision Making; Evaluation; Inquiry; *Problem Solving; Science Process Skills; *Scientific Methodology; Thinking Skills
IDENTIFIERS- Scientific Management

This booklet introduces the SM-14 (Scientific Method) Formula and lists characteristics of the scientific method. A history and progression of the scientific method is also featured. Contents include: (1) The Basic Principles of the Scientific Method; (2) Submitting Ideas Incorporating SM-14; (3) The 11 Stages of the SM-14 Formula and Famous Examples; (4) The Three Supporting internalize their understanding of family relationships and values. (MM)

ED 445 943 SO 029 946

Clark, Gilbert, Ed.
Children's Art Exhibitions.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Art Expression; *Art Products; *Childrens Art; *Cultural Context; Educational Benefits; Elementary Secondary Education; *Exhibits
IDENTIFIERS- Art Students

This theme issue of "InSEA News" is about children's art exhibitions and their cultural and educational contexts. The authors, from Canada, Australia, the United States, and Scotland, offer a variety of viewpoints about why, where, when, and how children's art exhibitions should be displayed. Issues discussed include who designs the exhibitions, for which audiences, what are the intentions and values associated with exhibitions of children's art, and do these exhibitions tell more about teachers' influences or students' creations? Articles in the journal are: "Exhibits, Exhibitions, and Exhibitionism" (Nancy Lambert); "Children's Art Exhibitions and Exchanges: Assessing the Impact" (Barbara Piscatelli); "Art Exhibits by Children for Children" (Robert Sabol); and "National Exhibition of Art and Design in Schools" (Stuart Macdonald). (BT)

ED 445 944 SO 029 947

Clark, Gilbert, Ed.
Local and International Curriculum Projects.
PUB DATE- 98
NOTE- 18p.; For related issue, see SO 029 946.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Cartoons; *Childrens Art; Comparative Analysis; Cross Cultural Studies; *Curriculum Development; Elementary Secondary Education; Foreign Countries; International Cooperation; Social Science Research
IDENTIFIERS- Art Students; Artistic Evaluation; *Curriculum Implementation

This theme issue of "InSEA News" is about several international and local curriculum concerns, building on topics of the previous two issues. The authors, from Taiwan, Brazil, Hungary, the Netherlands, and Portugal, address international cooperation projects or describe local curriculum projects. Some articles are accompanied by illustrations submitted by the authors, while others were created at a girls' elementary school in the United Arab Emirates. Articles in the journal are: "Relationships between Children's Drawings and Social

Presentation." "Reflection" presents questions for thought and discussion. Includes a teacher's guide, which outlines lesson purpose, student skills, lesson pacing, resources and materials, interdisciplinary connections, and vocabulary. (BT)

ED 445 967   SO 031 549

Reardon, Betty A.
Peace Education: A Review and Projection. Peace Education Reports No. 17.
PUB DATE- 99
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conflict Resolution; *Futures (of Society); *Global Approach; Higher Education; *International Cooperation; *Peace; War; *World Affairs; World Problems
IDENTIFIERS- *Peace Education; *Peace Studies; World Order Studies

This report presents reflections on the substance, evolution, and future of peace education. Within an area of common purposes, a broad range of varying approaches are noted. The report discusses, for example: conflict resolution training, disarmament education, education for the prevention of war, environmental education, global education, human rights education, multicultural education, nuclear education, and world-order studies. The report finds that peace education, always marginal in the past in relation to mainstream education, now faces less resistance than earlier and that the culture of peace concept steadily gains currency. Outlines recommendations for future work with peace education. Contains 41 notes and a 55-item selected bibliography. (BT)

ED 445 968   SO 031 551

My History Is America's History: 15 Things You Can Do To Save America's Stories.
PUB DATE- 99
NOTE- 104p.; A Millennium Project of the National Endowment for the Humanities in Partnership with the White House Millennium Council. Other supporters include the President's Committee on the Arts and the Humanities, Genealogy.com, PSINET Inc., and the National Association of Broadcasters. Accompanying poster not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Context; Elementary Secondary Education; *Family History; Heritage Education; *Information Sources; *Social History; Social Studies; *United States History

The theme of this guidebook is "Follow your family's history and you will discover America's history." The guidebook offers a way for everyone to explore family history to discover how family stories connect to the history of the nation. It suggests that a family history can be started with a single old photo, letter, or family tale that can be saved as a legacy for generations to come. The guidebook provides 15 ways to preserve family memories and treasures through activities that make history an exciting adventure for the entire family, complete

P-12 school systems and education leaders in making policy decisions that will maximize service-learning's impact. It contains 5 references, a 10-item resource list, and a list of organizations. (BT)

ED 445 989   SO 032 090

Schmidt, Fran
My Journey as a Peace Educator. Peace Education Miniprints No. 100.
PUB DATE- 00
NOTE- 15p.; Revised version of a paper presented at the World Conference on Higher Education (Paris, France, October 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Global Approach; Higher Education; *Peace; Social Change; Student Development; Teacher Education; *Teacher Role; *Values
IDENTIFIERS- *Peace Education

This paper discusses the need to prepare teachers as agents for a culture of peace. It notes that the core values in a culture of peace are environmental sustainability, cultural diversity, human solidarity, social responsibility, and gender equality. For each of these values, there is a complementary human capacity to be developed through teacher education, making it possible for teachers to cultivate these values and capacities in their students. These capacities are ecological awareness, cultural competency, global agency, conflict proficiency, and gender sensitivity. The paper suggests a number of recommendations to help promote developments in these directions, addressing them to UNESCO, ministries of education, and educational and professional associations. (BT)

ED 445 990   SO 032 091

Grossi, Verdiana
Peace Education: An Historical Overview (1843-1939). Peace Education Miniprints No. 101.
PUB DATE- 00
NOTE- 26p.; Revised version of a paper presented at the World Conference on Higher Education (Paris, France, October 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Global Approach; Higher Education; *Peace; Social Change; Student Development; Teacher Education; *Teacher Role; *Values
IDENTIFIERS- *Peace Education

Peace education has come a long way, but its history is not very well known. This text gives an historical overview, focusing on European developments from 1843-1939. Cites the London Peace Conference of 1843 and the Universal Peace Conferences as examples of bridging the principles of peace and the classroom. Glimpses are given of a number of important peace educators and activists. Early educational and psychological research is illustrated with Jean Piaget's work. The text asks these questions of the future: "How can the culture of peace become a world culture?"; "How will the educational system face up to authors: Lloyd Alexander (1924-); Paula Danziger (1944-); Nancy Farmer (1941-); Zora Neale Hurston (Retrospective) (1891?-1960); Shirley Jackson (Retrospective) (1916-1965); Angela Johnson (1961-); Jon Krakauer (1954-); Leo Lionni (Obituary) (1910-1999); Francine Pascal (1938-); Louis Sachar (1954-); and Kevin Williamson (1965-). (BT)

ED 446 011 SO 032 174

Hillstrom, Kevin, Ed.; Hillstrom, Laurie, Ed.
Biography Today: Profiles of People of Interest to Young Readers. World Leaders Series: Environmental Leaders 2. Volume 3.
PUB DATE- 00
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Reference Materials - General (130)
DESCRIPTORS- Biographies; *Environment; *Individual Characteristics; Information Sources; Intermediate Grades; *Leaders; Readability; Secondary Education
IDENTIFIERS- *Biodata; *Environmentalism

This book provides biographical profiles of 11 environmental leaders of interest to readers ages 9 and above and was created to appeal to young readers in a format they can enjoy reading and readily understand. Biographies were prepared after extensive research, and each volume contains a cumulative index, a general index, a place of birth index, and a birthday index. Each entry provides at least one picture of the individual profiled, and bold-faced rubrics lead the reader to information on birth, youth, early memories, education, first jobs, marriage and family, career highlights, memorable experiences, hobbies, and honors and awards. All of the entries end with a list of easily accessible sources designed to lead the student to further reading on the individual. Environmentalists profiled in the book are: John Cronin (1950-); Dai Qing (1941-); Ka Hsaw Wa (1970-); Winona LaDuke (1959-); Aldo Leopold (Retrospective) (1887-1948); Bernard Martin (1954-); Cynthia Moss (1940-)); John Muir (Retrospective) (1838-1914); Gaylord Nelson (1916-); Douglas Tompkins (1943-); and Hazel Wolf (Obituary) (1898-2000). (BT)

ED 446 012 SO 032 175

Harris, Laurie Lanzen, Ed.; Abbey, Cherie D., Ed.
Biography Today: Profiles of People of Interest to Young Readers. World Leaders Series: Modern African Leaders. Volume 2.
PUB DATE- 97
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Reference Materials - General (130)
DESCRIPTORS- African History; Biographies; Developing Nations; Foreign Countries; *Individual Characteristics; Information Sources; Intermediate Grades; *Leaders; Readability; Secondary Education
IDENTIFIERS- *Africans; *Biodata

This book provides biographical profiles of 16 leaders of modern Africa of interest to readers ages 9 and above and was created to appeal to young readers in a format they can enjoy reading and easily understand. Biographies were prepared after extensive research, and this volume contains a name index, a general index, a place of birth index, and a birthday index.

*Performance Based Assessment; Politics of Education; Teacher Competencies; *Teacher Evaluation; Teacher Salaries; Teaching Skills
IDENTIFIERS- *England; Performance Management and Recognition System; Professionalism

This paper discusses the proposal by the United Kingdom government to introduce a performance management policy as the basis for organizing management and remuneration of teachers. The performance management model is firmly embedded within the dominant managerialist ideology which sets the context for restructured levels of the teaching force and redesigned patterns of progression. Standards form an essential element of the technology of performance management in specifying skills defined as valuable and amenable to measurement. No amount of performance management would be adequate if it did not clarify the value assumptions which underpin it nor grapple with its implications for patterns of social justice and differentiation. The paper explores these two dimensions. It also illustrates the contours of proposals contained in the United Kingdom's Green Paper in relation to the reactions of teachers, unions, governing bodies, local education authorities, and others. Section 1 presents "Background to the Green Paper, Performativity in Practice." Section 2 discusses "The Roots of Performance Management." Section 3 highlights "Nature and Definitions of Performance Management." Section 4 examines "Further Concerns Surrounding Performance Management" (e.g. defining values, principles, and criteria; equity issues; and a changing configuration of professionalism). (Contains 49 references.) (SM)

ED 446 035 SP 039 465

Brown, Sally
How Student Teachers Think about Their Classroom Teaching.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Foreign Countries; Higher Education; Preservice Teacher Education; Secondary Education; Student Behavior; *Student Teacher Attitudes; Student Teacher Evaluation; Student Teachers; *Student Teaching; Teacher Influence; *Teaching Conditions; Time Factors (Learning)

This study examined how student teachers thought about their teaching, exploring their professional evolution as they progressed from academic study within the university to formal employment as teachers. It highlighted a 10-week secondary school placement in their final university semester. Each student teacher was observed teaching and interviewed immediately afterwards. Interviews examined what they had been thinking about and what had been occurring in the classroom. Results indicated a lack of explicit attention to formal student achievement in terms of targets, standards of attainment, and performance indicators. Maintenance of specific patterns of students' classroom activity that student teachers regarded as normal and desirable was considered important. The greatest proportion of statements emphasized factors influencing the circumstances under which teaching occurred. Respondents considered five broad conditions to have important contextual influences on their teaching: student

Mobility; Inservice Teacher Education; Labor Turnover; Mentors;
  *Teacher Improvement; *Teacher Persistence; Teacher Shortage
IDENTIFIERS- California

The nation is currently battling a shortage of qualified teacher candidates. An escalating concern beyond the limited pool of candidates is the high attrition rate in many school districts. Today's fledgling teachers are choosing not to follow the pattern of their parents and grandparents who have historically remained at a single job or one company until their time of retirement. This group of teachers lists a number of reasons for leaving the profession. Among these is a sense of frustration and isolation. To combat this challenge, school systems must find creative and strategic ways to support new teachers as a deterrent to attrition. Several successful plans have been implemented in districts across the country. One popular program has been peer assistance. The state of California presently spends millions of dollars to assist new teachers through its statewide mandated teacher assistance and evaluation program. Mentoring programs appear to be the most popular form of staff development chosen for new teacher supports by school districts nationwide. School districts that move aggressively toward a reform in new teacher support will find their efforts to be cost effective over time. (Contains 10 references.) (Author/SM)

ED 446 055   SP 039 487

Seng, SeokHoon; Yeo, Alan
Spatial Visualisation Ability and Learning Style Preference of
  Low Achieving Students.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Brain Hemisphere Functions;
  Cognitive Ability; *Cognitive Style; Elementary Secondary
  Education; Foreign Countries; *Spatial Ability; Students;
  *Visualization
IDENTIFIERS- Singapore

This paper explores the role of one cognitive style, spatial visualization, which research suggests correlates highly with student achievement. The study focuses on: whether students with high, average, and low spatial visualization ability differ in their preferred learning modes (concrete experience, abstract conceptualization, reflective observation, and active experimentation); whether these three groups of spatial visualization ability differ in their perception and processing dimensions; whether these three groups differ in their preferred learning styles (assimilator, converger, accommodator, and diverger); and what the relationship is between learning styles and brain hemisphericity. Three instruments (Kolb's Learning Style Inventory, McCarthy's Hemispheric Mode Indicator, and Dailey's Spatial Visualization Test) were administered to 192 students enrolled in a training center in Singapore. Statistical analyses revealed that students do not differ significantly in their learning modes and hemispheric preference across the three spatial visualization ability groups. Results also indicate that there are no significant differences in learning style preferences from the three brain dominance groups. The general patterns are not consistent with earlier research studies. (Contains 23 references.) (Author/SM)

Book 3.
PUB DATE- 00
NOTE- 158p.; Foreword by David Perkins.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Cognitive Ability; Elementary Secondary Education; Evaluation Methods; Higher Education; *Intellectual Development; *Intelligence; Parent Participation; Self Evaluation (Individuals); Student Evaluation; Thinking Skills
IDENTIFIERS- Reflective Thinking

This is the third in a four-book series describing 16 types of intelligent behavior called habits of mind. It considers how to assess and report student progress in using the habits of mind, maintaining that a critical attribute of intelligence is not only having information but also knowing how to act on it. After the "Series Foreword: Thinking on the Road of Life" (David Perkins), "Preface to the Series" (Arthur L. Costa and Bena Kallick), and "Preface to Book 3" (Arthur L. Costa and Bena Kallick), there are 8 chapters: (1) "Defining Indicators of Achievement" (Arthur L. Costa and Bena Kallick); (2) "Learning Through Reflection" (Arthur L. Costa and Bena Kallick); (3) "Assessing the Habits of Mind" (Arthur L. Costa and Bena Kallick); (4) "Wondering To Be Done" (Steve Seidel); (5) "Reporting Growth" (Arthur L. Costa and Bena Kallick); (6) "Building a Culture Where High Quality Counts" (Steven Levy); (7) "Immersing Parents and Students in the Habits of Mind" (Jodi Bongard and Judy Lemmel); and (8) "Getting Started" (Arthur L. Costa and Bena Kallick). (Most chapters include references.) (SM)

ED 446 076 SP 039 514

Fox, Jill Englebright; Certo, Janine
Recruiting and Retaining Teachers: A Review of the Literature.
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alternative Teacher Certification; Educational Policy; Educational Quality; Elementary Secondary Education; Faculty Development; Higher Education; Labor Turnover; Mentors; Preservice Teacher Education; Public Schools; State Standards; Teacher Competencies; Teacher Evaluation; *Teacher Persistence; *Teacher Recruitment; *Teacher Shortage; *Teachers
IDENTIFIERS- Virginia

This report presents a literature review that was initiated to provide Virginia school districts with information about attracting and retaining quality teachers. The review addresses what school divisions are doing to retain teachers in the first 5 years; teachers' perceptions regarding school division retention strategies; and reasons teachers give for leaving their divisions or the profession during their first 5 years of teaching. The report provides data on: historical context; the nature of the shortage (projected shortages, distribution problems, and Virginia's response to the teacher shortage); recruitment of quality teachers (policies, teacher preparation, standards, teacher testing, the teaching pool, alternate routes to certification, and other barriers); and retaining quality

Decision Making.
PUB DATE- 01
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Analysis of Variance; Correlation; *Data Analysis; Data Collection; *Decision Making; Elementary Secondary Education; Hypothesis Testing; *Principals; *Research Utilization; *School Statistics; Tables (Data); *Teachers

This book focuses on the relevance of statistics in the day-to-day lives of principals and teachers. The step-by-step guide to using existing school data can help school leaders make more appropriate and effective decisions. The information is presented with easy-to-follow instructions, illustrations, and pertinent examples. The chapters are: (1) "The Role of Statistics in the Lives of Teachers and Principals"; (2) "Getting Started"; (3) "Collecting and Organizing Data"; (4) "Introduction to Hypothesis Testing"; (5) "The Independent-Samples 't' Test"; (6) "Analysis of Variance: The Difference between Two or More Samples"; (7) "Analysis of Variance: Repeated Measures"; (8) "Two-Way Analysis of Variance: Two Independent Variables"; (9) "Correlation: My GRE Score Is Not Good Enough for Harvard?"; and (10) "Putting It All Together: A Data-Driven Practice Field." Four "resources" contain information about the "t" distribution, the "f" distribution, music correlation, and data from a high school study. (Contains 48 tables, 13 figures, and 15 references.) (SLD)

ED 446 096 TM 031 837

Pellegrino, James W., Ed.; Jones, Lee R., Ed.; Mitchell, Karen J., Ed.
Grading the Nation's Report Card: Evaluating NAEP and Transforming the Assessment of Educational Progress.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 295p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *National Competency Tests; Program Evaluation; *Report Cards; *Research Methodology; Standards
IDENTIFIERS- *Educational Indicators; *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is the only continuing measure of the achievement of U.S. students in key subject areas. The National Research Council's Committee on the Evaluation of National and State Assessments of Educational Progress conducted an evaluation of the NAEP. This report contains the conclusions this committee reached in its evaluation. If implemented, the recommendations in this report will enhance the usefulness and information value of NAEP assessments. The findings of the evaluating committee are summarized in these chapters: (1) "Creating a Coordinated System of Education Indicators"; (2) "Streamlining the Design of NAEP"; (3) "Enhancing the Participation and Meaningful Assessment of All Students in NAEP"; (4) "Frameworks and the Assessment Development Process: Providing More Information Portrayals of Student Performance"; (5) "Setting Reasonable and distinct subscales: Difficulty, Incompetence, Affect, and Effort. Participants were 52 English-speaking students in Australia and 12 Chinese-speaking students in Hong Kong. For these participants, there were 383 records of scores. Although Difficulty typically used in previous cognitive load research, reasonably well reflected cognitive load, a Workload measure incorporating Difficulty, Incompetence, and Effort proved to be a better predictor of cognitive load. This Workload factor is applicable to analysis of group differences using statistical procedures such as analysis of variance, a finding that shows that tasks more likely to overload working memory score higher in Workload estimates. An appendix contains a list of variables used in the study and alpha reliability estimates. (Contains 50 references.) (Author/SLD)

ED 446 118   TM 031 879

Participation Guidelines for Alaska Students in State Assessments.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Accommodations (Disabilities); Decision Making; *Disabilities; Elementary Secondary Education; *Limited English Speaking; *Participation; *State Programs; Student Evaluation; Testing Problems; *Testing Programs
IDENTIFIERS- *Alaska

This publication provides guidance for making decisions about the participation in regular assessments of individual students in Alaska with disabilities and with limited English proficiency. It also provides guidance for deciding if a student requires a testing accommodation or an alternate assessment. The regular assessments included criterion-referenced tests at grades 3, 6, and 8 (Benchmark Examinations) and a High School Graduation Qualifying Examination. Regular assessments also include the norm-referenced tests given at selected grade levels and test accommodations for some students. Alternate assessments are available for students with disabilities who are unable to participate in the regular assessments even with accommodations. The first section consider students with disabilities. The student's Individualized Education Program (IEP) is the cornerstone for educating a child with a disability, and the student's IEP team makes decisions about assessment participation and the types of testing accommodation that may be necessary. The types of accommodation that require documentation are defined. The second section explores testing for students of limited English proficiency. Alaska has a long history of linguistic diversity. The conditions under which testing may be delayed or exemptions may be granted, as for recent immigrants, are defined. (SLD)

ED 446 119   TM 031 880

Kim, Ahyoung; Park, In-young
Hierarchical Structure of Self-Efficacy in Terms of Generality Levels and Its Relations to Academic Performance: General, Academic, Domain-Specific, and Subject-Specific Self-Efficacy.
PUB DATE- 00
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28,

that teaching is an art that involves creativity. Taking a constructivist point of view, these principals emphasize that student work can be analyzed with remediation efforts following in teaching. The use of portfolios fits well with the philosophies of principals who emphasize constructivism. Regardless of the approach taken by the principal, it is vital to be involved in curriculum development and accessible to help teachers in the classroom. (SLD)

ED 446 140   TM 031 902

Goodwin, Bryan
McREL 2000 Education Policy Forum (Denver, CO, August 14-15, 2000). Meeting Notes.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; Teacher Certification; Teacher Education; *Teacher Effectiveness; Teacher Supply and Demand; Workshops
IDENTIFIERS- *Mid Continent Regional Educational Laboratory

The focus of the annual policy forum of the Mid-continent Regional Education Laboratory (McREL) in 2000 was teacher quality, focusing on teacher shortages, teacher preparation, licensure, and certification. The forum was designed to give policymakers research-based information related to policy issues and to give them opportunities to share insights and experiences. Discussions were framed by three policy issue presentations: (1) "What Are States Doing To Recruit, Retain, and Compensate Quality Teachers" by Calvin Frazier, exploring what quality means and described efforts states are making to enhance teacher quality and teacher satisfaction; (2) "Alternative Certification and Teacher Quality," by Emily Feistritzer, providing an overview of key issues surrounding teacher preparation, including an exploration of teacher shortages and an overview of alternative licensure programs; and (3) "New Standards for Teacher Preparation" by Donna Gollnick, describing what the National Council for the Accreditation of Teacher Education is doing to help raise the quality of teacher preparation. Question-and-answer sessions and team meetings are also summarized in this report. Appendixes contain the agenda, advance materials, the follow-up issued by McREL, and a summary of participant evaluations. (SLD)

ED 446 141   TM 031 903

Bodrova, Elena; Leong, Deborah J.; Paynter, Diane E.; Semenov, Dmitri
A Framework for Early Literacy Instruction: Aligning Standards to Developmental Patterns and Student Behaviors. Pre-K through Kindergarten.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Behavior Patterns;

boys. Inequity in literacy increased during P1, and students from disadvantaged backgrounds made less progress than others. Inequality in numeracy decreased during P1, with some evidence of catching up by students who started with relatively low attainment in mathematics. (SLD)

ED 446 160 UD 033 732

Hernandez, Ascension
Equal Educational Opportunity for Hispanic Students in the Oklahoma City Public Schools.
SPONS. AGENCY- Commission on Civil Rights, Washington, DC.
PUB DATE- 00
NOTE- 23p.; "With support from Corrine Sanders."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; *Dropout Rate; Elementary Secondary Education; *Equal Education; *Hispanic American Students; Racial Differences; Racial Discrimination; *Suspension
IDENTIFIERS- *Oklahoma City Public Schools

This report results from a community forum on educational equity in Oklahoma City, Oklahoma, at which knowledgeable persons and school district personnel provided their perspectives on issues related to educational equity. Data from this forum reveal a serious problem in the large numbers of student suspensions at both the elementary and secondary school levels. The report also shows that different methods are used to count dropouts at the school district and state levels. The Advisory Committee on Civil Rights also received information about the use of waivers to exempt Hispanic students from taking the Iowa Tests of Basic Skills. The school district claims that exclusion is for the benefit of limited English proficient students, but community advocates claim that the waiver is a form of discrimination that targets Hispanic students and does not allow the school district to assess their educational potential properly. Several presenters at the forum recommended that the number of bilingual teachers and bilingual school personnel be increased, the curriculum be improved, and that there should be more parental involvement, with the removal of barriers that hamper communications. Appendixes contain the conference agenda and a report on the testing data from one elementary school. (SLD)

ED 446 161 UD 033 784

Sponsel, Leslie E., Ed.
Endangered Peoples of Southeast & East Asia: Struggles To Survive and Thrive. Endangered Peoples of the World Series.
PUB DATE- 00
NOTE- 296p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Asian Americans; Asian Studies; *Ethnic Groups; Foreign Countries; *Minority Groups; *Racial Identification; *Social Discrimination
IDENTIFIERS- *Asia (East); Asia (Southeast); *Southeast Asians

This volume introduces 14 endangered cultures from Southeast and East Asia and describes the most pressing issues facing these marginalized groups, such as the impact of tourism, prohibition against whaling, or dislocation due to nuclear testing. The chapters are: (1) "Identities, Ecologies, Rights, and Features:

several sponsored by the Federal Communications Commission and the Commerce Department. (SLD)

ED 446 181 UD 033 810

Richardson, Joe; House, Sharon
Federal Programs for Children & Families: A Tool for Connecting Programs to People. A CRS Report for Congress. Special Report #15.
PUB DATE- 99
NOTE- 218p.; Originally published by the Congressional Research Service (CRS) on May 12, 1999 as "CRS Report for Congress: Children and Their Families: Federal Programs and Tax Provisions" by Joe Richardson and Sharon House.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; *Family Programs; *Federal Programs; *Financial Support; Program Descriptions; *Tax Credits; Taxes

This report provides basic information about some 140 federal programs and tax provisions affecting children and their families. It contains brief descriptions of each program/tax rule, participation and funding information (to the extent available), and table summaries of selected program characteristics, such as how benefits and services are targeted by age, income, and other factors, and administrative arrangements and matching requirements. The programs described include 37 programs or tax rules providing for education and training, 21 programs or rules for health care, 19 programs or rules for housing, 19 programs and rules for income support, 9 programs for nutrition needs, and 34 programs or rules for social services. Slightly more than half the number of programs support education and training and social services, including child care, but the majority of federal funds directed at children and families are concentrated in programs and tax provisions that support family income and basic health care, housing, and nutrition needs. About 30% of the federal initiatives for children and families restrict benefits and services to low-income groups, and another 25% emphasize these groups. Programs described as pertaining to education and training include a wide range of programs, such as bilingual education charter schools, programs for early childhood education, and school-to-work initiatives. Among the tax provisions related to education are welfare-to-work tax credits and the work opportunity credit. (Contains 30 tables.) (SLD)

ED 446 182 UD 033 811

Poverty Rate Hits Lowest Level since 1979 as Unemployment Reaches a 30-Year Low. News Release.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Census Figures; Children; *Employment Patterns; Income; *Low Income Groups; *Poverty; *Racial Differences; *Unemployment

This brief presents some U.S. Census figures on poverty and employment patterns for 1999. The percentage of U.S. citizens living in poverty declined to 11.8 percent in 1999, the lowest poverty rate since 1979, as poverty rates for people aged 65

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adolescents; *At Risk Persons; Behavior Problems; Intervention; *Prevention; Program Descriptions; *Program Development

This guidebook explores some of the practical issues associated with finding, choosing, and starting potentially effective prevention programs for at-risk preteens and teens. The guidebook is based on a study of 51 intervention programs that identified elements and delivery mechanisms that were associated with their effectiveness. A closer look at a subset of 21 programs provided more information about program strengths. This booklet contains an update on adolescent risk taking and explains why it is necessary to improve and expand the network of effective prevention programs for at-risk teens. The common elements of the successful programs are described, results of program evaluations are summarized, and general and contact information are given. The challenges facing practitioners seeking to replicate promising intervention programs or approaches are discussed. A prevention readiness questionnaire is provided to help program directors and planners identify and assess factors necessary to create favorable conditions and circumstances for successful adaptation or replication of the programs. Profiles of 51 programs show the reasons they are successful. A reference chart is included to enable quick comparison of the programs. (Contains 35 references.) (SLD)

ED 446 201 UD 033 833

Lunenburg, Fred C.; Sartori, Mary Ann; Bauske, Terri
Classroom Climate, Teacher Control Behavior, and Student Self-Control: Urban Public and Military High Schools Compared.
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Jackson Hole, WY, August 11, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Discipline; *Educational Environment; *High School Students; High Schools; Military Schools; Private Schools; Public Schools; Secondary School Teachers; *Self Control; Urban Schools

In this study, teachers' control behavior, classroom climate, and student self-control were investigated. Differences between urban public and military high schools concerning these variables were also examined. Participants were 102 high school students from an urban public school and 94 students from an urban 4-year military high school. The study revealed relationships among humanistic control behavior of teachers, robust classroom climates, and student self-control. Differences in control behaviors and classroom climate were found between urban public and military high school classrooms. However, no differences were found in students' self-control between urban public and military high school classrooms. (Contains 6 tables and 41 references.) (Author/SLD)

ED 446 202 UD 033 835

PUB DATE- 00
NOTE- 190p.; Funded by the Library Services and Technology Act.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; Elementary Secondary Education; Learning Resources Centers; *Librarians; Library Role; *Library Services; *Media Specialists; *School Libraries; Tables (Data)
IDENTIFIERS- Colorado

In 1993, the Colorado State Library published "The Impact of School Library Media Centers on Academic Achievement." This follow-up study focuses attention on the library media specialist and the services she or he provides throughout the building, rather than just the library media center as a specific place, and emphasizes the fact that better library media services lead to better student performance on standards-based tests. In addition to confirming and updating the findings of the first Colorado study, this project expands on the original study's results by measuring the impact on academic achievement of specific leadership and collaboration activities of library media specialists; principal and teacher engagement in library media programs; and information technology, particularly networked computers offering licensed databases and the Internet/World Wide Web. On all three counts, this study showed a positive impact. This study is put into perspective with past research as well as the American Association of School Librarians' new standards, "Information Power." It contains reports of the findings in a variety of readily usable formats, including: an executive summary, a brochure, and a brief report that includes similar studies completed recently for Alaska and Pennsylvania. Appendices include a bibliography; list of participants; sample survey form; the brochure; and a section of "Fast Facts" and PowerPoint slides. Includes 40 tables and 2 figures. (AEF)

ED 445 699   JC 000 435

Oromaner, Mark
A Brief History of Hudson County Community College.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Change; *Educational History; Educational Objectives; Institutional Mission; Two Year Colleges
IDENTIFIERS- *Hudson County Community College NJ

Presents a brief history of Hudson County Community College (HCCC) and traces its development. HCCC is an institution in transition, which can be described best as a movement from the limited-mission Hudson County Community College Commission (a contract based college with degree-grading rights but no campus and few full time faculty) that was established in 1974 to the comprehensive-mission Hudson County Community College called for in the April 1993 mission statement. Although the commission became a college, little else changed. The contract-based delivery system was still in place, the college continued to serve a very small proportion of County residents in need of its programs and services, and the programs and services provided were housed in facilities that were less than adequate. However in 1992, a college task force issued a report

Daoud, Annette; Hyde, David
Planning Atlas: Annual Report of Institutional Effectiveness, Fall 1997.
PUB DATE- 98
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Planning; *Organizational Objectives; *School Effectiveness; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

Presents the 1997 edition of the City College of San Francisco (CCSF) in California Planning Atlas, which is a report on the status and progress the college has made on achieving the goals set forth in the Strategic Plan. The Planning Atlas consists of six chapters covering the primary and secondary indicators to measure each goal of the college's Strategic Plan. The chapters (goals) are as follows: access to CCSF; promote student success in achievement of educational goals; improve satisfaction with college services; promote a supportive and positive workplace; manage resources effectively; and pursue highest standard of educational excellence. Primary indicators of access to CCSF are the total numbers of adults served within the city and county of SF, the college service area, and the diverse communities within its primary service area. The primary indication of student success is the numbers of students achieving their educational goals. Indicators of how well the college provides services will rely upon satisfaction surveys. The primary indication that CCSF is meeting its goal of developing a healthy workplace is the satisfaction of all of its employees. The two primary indicators of effective resource management are the capacity of the college to find funds from alternative sources and the level of efficiency in utilizing institutional resources to fulfill the college mission. Excellence indicators include student achievement and student ratings of the college. (VWC)

ED 445 720 JC 000 655

Trident Technical College 1999 Fact Book.
PUB DATE- 00
NOTE- 161p.; Compiled by Institutional Research, Trident Technical College.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Programs; Degrees (Academic); Educational Development; *Educational Planning; *Enrollment; *Institutional Characteristics; Institutional Mission; *Student Characteristics; Technical Institutes; Two Year College Students; *Two Year Colleges
IDENTIFIERS- *Trident Technical College SC

Presents the 12th edition of the Trident Technical College (South Carolina) Fact Book, which offers relevant information on principal characteristics and strengths of the college. Includes the following chapters: (1) general information, such as vision and mission statements, institutional goals, history, and accreditation; (2) enrollment (1995-1999), including a look at trends by campus, headcount, gender, full-/part-time, ethnicity, and county of residence; allied health sciences, arts and sciences, business technology, community, family and under the age of six. Recommendations include meeting with community, city and SMMUSD representatives to discuss and revise this proposal, and preparing a legal opinion to assess means of ensuring municipal support for this proposal. (PGS)

ED 445 740 JC 000 677

Teahen, Roberta C.
We've Started Talking, and Now We're Doing It! A Perspective on Curriculum Integration.
PUB DATE- 97
NOTE- 30p.; Presented at LAND Annual Conference, February 1997.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; Educational Development; *Integrated Curriculum; Partnerships in Education; Two Year Colleges
IDENTIFIERS- *Delta College MI; *Henry Ford Community College MI; *Macomb County Community College MI; *Northwestern Michigan College

Recounts the achievement of four Michigan community college teams of faculty who had integrated academic and occupational content--the goals and strategies for which were jointly developed by faculty from different disciplines in traditionally academic and career specialty areas. Describes the case of this integration and explores integration as an educational construct. Looks at the Michigan statewide initiative for integration, which resulted in a project called "Curriculum Development: Integration of Liberal Arts and Occupational Education." This report provides a description of curriculum integration and Tech Prep. It also discusses national perspectives on community colleges' curricular integration and provides descriptions of eight different models as approaches to this endeavor: general education requirements, applied academic courses, cross-curricular efforts, incorporating academic modules in expanded occupational courses, multidisciplinary courses combining academic perspectives and occupational concerns, tandem and cluster courses and learning communities, colleges-within-colleges, and remediation and ESL programs with an occupational focus. Examines the benefits and barriers to curriculum integration. Describes the Wisconsin Instructional Design System, common themes in the Michigan experience, initial feedback, student and faculty experiences, implementation considerations, future opportunities and directions, and short-term recommendations. Concludes with first-year project summaries from Delta, Henry Ford, Macomb County, and Northwestern Michigan Colleges. Contains 12 references. (VWC)

ED 445 741 JC 000 678

An Analysis of Developmental Education at Michigan's Associate Degree-Granting Institutions.
PUB DATE- 99
NOTE- 33p.; Study prepared by the Developmental Education Steering Committee.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Community Colleges; *Developmental Studies Programs; *Outcomes of Education;

Islander, 27% white, 16% African American and 15% are Hispanic/Latino; and (5) of the 37 administrators, 43% are white, 22% Asian/Pacific Islander, 22% African American and 8% are Hispanic/Latino. (PGS)

ED 445 761 JC 000 710

Strategic Plan for 2000. Putting Minds to Work for 2000 and Beyond.
PUB DATE- 00
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Planning; *Institutional Mission; *Organizational Objectives; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Florida

This document, the Strategic Plan for 2000, pulls together the Florida Association of Community Colleges' (FACC's) mission, goals, current objectives, and operational plans for the year. This report contains the following sections: (1) introduction; (2) mission, goals, and objectives; (3) operational plans, which looks at regions and chapters, commissions, standing committees, and special committees; and (4) appendices, which includes the strategic planning process, developing the strategic plan for 2000, forms used to develop the operational plans and to present each unit's operational plan, and a history of the FACC. FACC goals and objectives for 2000 are to: promote actively legislation that is beneficial to the association's institutional and individual members; advocate and provide professional training, education, and development opportunities for association members; define critical community college public policy and legislative issues and engage in cooperative research activities on those issues; enhance public awareness and understanding of the mission, purpose, and accomplishments of Florida's community colleges; recognize and showcase exemplary programs, practices, activities, and individuals; enhance and encourage communication, cooperation, professionalism, and camaraderie among individuals and institutional association members; provide membership development and services that ensure an active and vital association; and maintain a fiscally sound organization that is efficiently and effectively managed. (VHC)

ED 445 762 JC 000 712

ONE Summary Report: Faculty Instructional Technology Needs Assessment and Survey Results.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Finance; *Educational Technology; *Faculty Development; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This report presents the findings and recommendations from a survey conducted by the ONE project, which is funded by the California Community Colleges' Chancellor's Office to enhance instruction and services through expanded uses of technology in indicated the action plan was not as successful as anticipated. It was concluded that students' backgrounds and emotional and medical needs were major factors affecting their organizational skills. (Six appendices include surveys, record sheets, and parent materials. (Contains 29 references.) (EV)

ED 445 781   PS 028 806

Fixler, Bonnie
A Caring and Sharing Environment Helps Teach Values in Kindergarten Students.
PUB DATE- 00
NOTE- 65p.; Master's Action Research Project, Saint Xavier University and Skylight Professional Development. Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Change Strategies; Classroom Research; Intervention; Kindergarten; *Kindergarten Children; Primary Education; Program Effectiveness; *Prosocial Behavior; Social Development; *Student Behavior; Student Improvement; *Values Education
IDENTIFIERS- *Character Development; *Character Education
This action research project sought to incorporate character development education into a kindergarten classroom, with a focus on respect, responsibility, and cooperation. A behavior checklist was used by the teacher and parents to demonstrate the need for character education and to document improvement. Anecdotal records were also kept throughout the project. Project interventions included the teacher behaving as role model through creation of a democratic classroom with class meetings; incorporation of character education into the curriculum; use of cooperative learning activities and multiple intelligences; and involvement of parents in the process of learning and transfer of the desired life skills. Post-intervention data indicated improvement in character development among some of the children; however, more time with the interventions was recommended to achieve more desired results. (Eight appendices include a checklist of students' character traits, activity sheets, and survey materials. Contains 34 references.) (EV)

ED 445 782   PS 028 815

Paley, Vivian Gussin
The Kindness of Children.
PUB DATE- 99
NOTE- 129p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Altruism; *Children; Dramatic Play; *Peer Relationship; Personal Narratives; Pretend Play; *Prosocial Behavior; Story Telling; Teacher Student Relationship
IDENTIFIERS- *Retelling; Spiritual Development; Story Themes
This narrative details the responses of children and adults to a story about young children welcoming a boy with severe disabilities into their own story telling and re-enactment. Linking the act of story telling to the practice of the Hasidim, who would teach people to think about goodness by telling stories about holy men performing good works, the narrative explores how telling others about the young

NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Block Grants; *Budgeting; *Budgets; *Children; *Expenditures; State Federal Aid
IDENTIFIERS- *Illinois; Temporary Assistance for Needy Families; Welfare Reform

Noting that welfare reform offers new opportunities to apply dollars toward several initiatives beyond cash grants, this special report of the Voices for Illinois Children provides a detailed accounting of Illinois welfare expenditures for federal fiscal years (FFY) 1998 and 1999 and is intended to serve as a starting point toward greater clarity in future budget debates. The report identifies welfare funds as comprised of a fixed federal block grant and a minimum requirement for maintaining spending at 75 percent of the FY 1994 welfare allocations. State mechanisms for funding welfare-related programs are discussed, along with the resulting federal requirements regarding the use of TANF funds. In addition, the report presents a breakdown for welfare spending for FFY 1998 and 1999, noting that Illinois spent its entire TANF Federal Block Grant. Specific line items are annotated, and selected cross-year comparisons are presented. Expenditures are discussed and presented in tabular format in the following areas: (1) cash and work- based assistance, including emergency assistance and basic cash welfare; (2) work activities, including state and local funds that community colleges invest in services to welfare clients; (3) child care and transfers to the Child Care Development Fund; (4) administration for the Department of Human Services and the Department of Children and Family Services; and (5) the Social Service Block Grant. (KB)

ED 445 808 PS 028 898

Matakis, Brian
Generating Resources for Families: A State EITC Would Foster Employment and Reduce Taxes for Low-Income Families. Special Report. Revised.
SPONS. AGENCY- Ford Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Family Income; Family Needs; *Family (Sociological Unit); *Low Income Groups; *Parents; Poverty; *Tax Credits; *Taxes
IDENTIFIERS- *Earned Income Tax Credit; *Illinois

This special report of the Voices for Illinois Children argues that a refundable state earned income tax credit (EITC) would foster employment and reduce taxes for low-income Illinois families. The report maintains that many low-income working families and those beginning the transition from welfare to work confront ongoing poverty despite having an income. However, the report argues, the state income tax system places a substantial burden on low- income working families. The report describes the development of the federal EITC and its impact on lifting people out of poverty, discusses the efforts of other states to complement the federal EITC with a state EITC, and presents information on state EITC benefit levels and information about early childhood education activities in order to promote the development of young children. Noting that many children become frustrated with adults when they try to explain their feelings, this monograph of the UNESCO Education Sector introduces the "Alpha-Soruses" program, designed to teach young children about communication, emotional development, and the alphabet. The Alpha-Soruses is a group of dinosaurs, in the shape of the 26 letters of the English alphabet, that reflect various personalities. The program provides a communication bridge creating a way for children to express emotional reactions and opinions to adults. The monograph describes the development of the underlying concepts and research and development of the program. Also described are ways the program can be used to teach the alphabet, teach phonics, develop motor and artistic skills, build emotional security, use a nonviolent subject matter, promote self-esteem, teach teamwork, work with and accept persons with disabilities, present no gender inequalities, and build problem-solving skills. The monograph presents excerpts from three books comprising the program and describes their use with children of various ages. The three: (1) "Meet the Alpha-Soruses," a coloring book with stickers introducing the dinosaur characters through rhyme; (2) "The Alpha-Soruses in the Journey," containing stories showing children that it is good to help those in need; and (3) "Where Did the Alphabet Come From?," using the Alpha-Soruses' phonetic pronunciation and presenting a story about how the first words were formed by human beings. (KB)

ED 445 818   PS 028 921

Dixon, Lee; Johnson, Patrick; Kendell, Nicole; Cohen, Carol; May, Richard
Using Tobacco Settlement Revenues for Children's Services: State Opportunities and Actions.
PUB DATE- 99
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; Child Advocacy; Child Health; *Children; Court Litigation; Financial Support; *Income; Program Descriptions; *State Legislation; *State Programs
IDENTIFIERS- *Tobacco Settlement 1998

The settlement between the states and the tobacco manufacturers reached in November 1998 is expected to infuse $206 billion in new revenues into state treasuries over the next 25 years. This study examined state decisions concerning the tobacco settlement revenues in order to highlight opportunities for using the funds to support children's services. The report reviews the basic fiscal terms of the Master Settlement Agreement and the magnitude of the expected revenues, as well as the actions states must take to ensure receipt of their allotment. The report discusses the several types of decisions states face concerning the disposition of the funds: (1) decisions on financial and governance structures for managing the funds (trust funds, endowments, foundations, existing funds); (2) decisions affecting the amount and timing of revenue a state will receive (spending versus saving the payments, and issuing bonds); and (3) decisions on the substantive allocation of the funds (health programs, smoking cessation, or children's services). The report focuses primarily on state legislative action to allocate funds to children's services. Examples are provided of the multiple

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Botany; Class Activities; Conservation (Environment); Ecology; Environmental Education; *Field Instruction; Foreign Countries; Habitats; Outdoor Education; *Plant Identification; Secondary Education; *Trees; Wildlife
IDENTIFIERS- *Forests; Ontario

"Exploring Old Growth Forests" is an Ontario (Canada) program that provides secondary students with hands-on experiences in old growth forests. Activity-based and student-centered, the program aims to develop student awareness of the importance of old growth forests and the need to conserve them. This manual provides teachers with background information and detailed instructions for student activities in the forest. Background information covers general characteristics of old growth forests; reasons why such forests are valuable; old growth forest ecology and the influences of water, light, and fire; and the importance of old growth forests to birds, other wildlife, and the ecological web. A program overview discusses pretrip organization, lists equipment needs, suggests tree identification guides, and recommends steps for choosing and laying out a forest study plot. Field activity descriptions include objectives, equipment needs, additional background information, instructions, forms for data collection, illustrations, and summary questions for students. Activities are arranged in four sections: (1) identification and measurement of live trees and estimation of site productivity; (2) identification and classification of snags (dead standing trees) and observation of wildlife activity on snags; (3) classification and measurement of logs (downed woody debris); and (4) identification and measurement of young trees (forest regeneration) and identification of nonwoody plants. A final section provides old growth baseline data for eastern deciduous and coniferous forests and presents a behavior code for students. (SV)

ED 445 837 RC 021 786

Stabb, Mark
Ontario's Old Growth: A Learner's Handbook.
SPONS. AGENCY- Environment Canada, Ottawa (Ontario).
PUB DATE- 96
NOTE- 52p.; For teacher's manual, see RC 021 785. Sponsored by the Environmental Partners Fund of Environment Canada and The Richard Ivey Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Botany; Conservation (Environment); *Ecology; Environmental Education; Field Instruction; Foreign Countries; *Habitats; *Observation; Outdoor Education; Plant Identification; *Trees; Wildlife
IDENTIFIERS- *Forests; *Ontario

This handbook was written in response to an identified need for more public information on Ontario's old growth forests. It is meant to be taken into old growth stands, where the learner can see, touch, and study the natural ingredients of old growth forests. Much of the handbook is a guide to forest history, helping the learner to discover first-hand the signs and artifacts of old growth and the forests of the past. Sources are also provided for finding written historical information training in phonetics-based basic reading skills, a community needs assessment/Mexican leadership development effort overseen by three Monterrey-based sociologists, and adult literacy classes for the new Latino population. Although some dynamics that have produced inadequate Latino education elsewhere are operating in Georgia, the challenge is how to use initiatives like the Georgia Project to inform practice elsewhere in the state. (Contains 25 references.) (TD)

ED 445 855 RC 022 640

Dewees, Sarah, Ed.; Hammer, Patricia Cahape, Ed.
Improving Rural School Facilities: Design, Construction, Finance, and Public Support.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 128p.; For individual chapters, see RC 022 641-647.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Community Support; Construction Programs; *Educational Facilities Improvement; Educational Facilities Planning; Elementary Secondary Education; *Rural Schools; *School Buildings; School Community Relationship; School Districts; School Support

While the condition of rural school facilities varies across the country, most rural school districts face similar issues as they consider new facility construction, renovations, or additions. These issues are how to gain public support for funding, how to make the best use of local resources, how to design buildings that meet a variety of community needs, and how to design facilities that optimize instruction and use of technology. This book contains seven edited papers presented at the National Working Conference on Improving Rural School Facilities, held in Kansas City (Missouri) in March 1998. The papers are: (1) "Trends and Issues Affecting School Facilities in Rural America: Challenges and Opportunities for Action" (Sarah Dewees, Glen Earthman); (2) "Financing Facilities in Rural School Districts: Variations among the States and the Case of Arkansas" (Mary F. Hughes); (3) "Preserving Heritage While Restoring and Improving Facilities: A Rural Community's Experience" (Burton Edward Dickerson); (4) "Creating Technology Infrastructures in a Rural School District: A Partnership Approach" (Dennis Jensen); (5) "Gaining Rural Community Support for a Bond Issue: A Superintendent's Experience" (Stephen Dean Bohrer); (6) "Maintaining Respect for the Past and Flexibility for the Future: Additions and Renovations as an Integrated Sequence" (Dan Swedberg); and (7) "Managing the Rural School Facility Construction Process" (Angelo Passarelli, Wade Goehring, Anne Harley). (Contains references in each chapter.) (SV)

ED 445 856 RC 022 641

Dewees, Sarah; Earthman, Glen
Trends and Issues Affecting School Facilities in Rural America: Challenges and Opportunities for Action.
PUB DATE- 00
NOTE- 21p.; Chapter 1 in: Improving Rural School Facilities: Design, Construction, Finance, and Public Support; see RC 022 640.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

were used in teaching, early primary reading was based on words that children were already familiar with, and games and activities were used to teach vocabulary and engage students. English-as-a-Second-Language (ESL) programs were initiated in Navajo-area BIA schools in the 1960s, and their success was bolstered by the addition of bilingual programs and bilingual teacher training programs. The problem with the all-English immersion teaching methods used in Indian schools was that they were used to replace the children's Native languages rather than to give them an additional language. Indigenous language activists strongly support immersion language programs for indigenous language revitalization, and most of the techniques the BIA adapted or developed to teach English are adaptable to teaching Indian languages as second languages today. (Contains 65 references.) (TD)

ED 445 874 RC 022 659

Bielenberg, Brian
Charter Schools for American Indians.
PUB DATE- 00
NOTE- 20p.; In: Learn in Beauty: Indigenous Education for a New Century; see RC 022 648.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *Charter Schools; Classroom Techniques; Cultural Influences; Culturally Relevant Education; *Middle School Teachers; Middle Schools; Resistance to Change; School Community Relationship; *Teaching Methods; *Traditional Schools; Urban American Indians
IDENTIFIERS- Reform Efforts

An ethnographic study reports on the practices of a sixth grade American Indian teacher at an urban charter middle school for American Indians. The study used classroom observations, interviews, and informal conversations over a 3-week period to determine and understand the personal and institutional influences on her instructional practices. The teacher used a teacher-centered style of instruction. She placed herself at the front of the classroom, used a textbook, and engaged the children in a pattern of initiate-respond-evaluate. This reflects the way she was taught in early and postsecondary schooling; the in-service training she received at the school; and the structure of the school itself, which is unaltered from the traditional secondary school. Despite the teacher-centered methods, her students had much autonomy due to her efforts to establish trust and responsibility. Charter schools provide the opportunity for American Indians to take control of their children's education and create schools outside government bureaucracy. However, this study indicates that simply providing community control and incorporating Indian content in a charter school does not ensure innovation. Educators must change not only what is taught, but also how and where it is taught and the school structure itself. Since many states require certification of charter school teachers, teacher education programs should enable teachers to recognize, teach, and respect different ways of knowing and learning. (Contains 24 references.) (TD)

ED 445 875 RC 022 660

Dewees, Sarah
Participation of Rural Schools in Comprehensive School Reform

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Differences; Cultural Traits; Culture; Elementary Secondary Education; English; Foreign Countries; *Science Curriculum; *Science Education; *Scientific Principles
IDENTIFIERS- China

This paper examines the concept of nature from the perspective of Chinese history and culture, and is partially based on personal experiences. The perspective used to understand science education in the culture is one that science itself maintains a culture-independent existence. Students in China worry about the lifestyle of the West, however they have no concept of Western culture and values. Concludes that Western knowledge and influence has an important place in the science curriculum and education in China. (Contains 17 references.) (YDS)

ED 445 897 SE 063 872

Sorensen, Kathryn H.
Factors Influencing Retention in Introductory Biology Curriculum.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biology; *Curriculum Development; Engineering Education; Ethnicity; Females; Higher Education; Males; Mathematics Education; *Retention (Psychology); Science Instruction; Sex Differences

This paper focuses on curriculum development in higher education and gender differences in science, mathematics, and engineering education. Females attribute their problems to not being smart enough to handle the course materials; however, males attribute their problems to poor teaching or the course materials. Classes themselves and the internal curriculum are other sources of student complaints. The real issue goes directly to pedagogy. (Contains 18 references.) (YDS)

ED 445 898 SE 063 876

Buchner, P.
Interactions between the German and Anglo-American Systems in Electrical Engineering Education.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Economics; *Engineering Education; Foreign Students; Futures (of Society); Higher Education; Scholarships; *Study Abroad; Undergraduate Study
IDENTIFIERS- *Germany

Current trends in engineering education must accommodate the fast development of the global industrial marketplace. The well-known inertia against change in institutions of higher education will not fit for the foreseeable future. The career paths of our engineering graduates have changed and will change further, when industry moves to global playing, communications and information technology push the economy and the change from a manufacturing based economy to a more service-oriented economy is developing. The development of better international

Ingredients of the SM-14 Formula; (5) Everyday Problems and Decisions and Explanations of Methods and Method; (6) Helpful Information on Creativity, Decision Making, Invention, and Scientific Management; and (7) Guide and Worksheet for Applying SM-14. (YDS)

ED 445 922 SE 064 139

McNair, Shannan; Thomson, Margaret; Williams, Ruth
Authentic Assessment of Young Children's Developing Concepts in Mathematics and Science.
PUB DATE- 98
NOTE- 14p.; Paper presented at the Australia and New Zealand Conference on the First Years of School (7th, Canberra, Australia, January 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; Early Childhood Education; *Evaluation Methods; *Journal Writing; Mathematics Education; Performance Based Assessment; Science Education; *Student Evaluation

Paper and pencil tests rarely assess children's developing mathematical and scientific concepts validly. There are, however, a number of authentic and meaningful ways to assess these processes. Anecdotal notes--recorded observations of children that concern what they say and do--reveal a considerable amount about these developing concepts. Drawings, paintings, constructions, and dramatizations illustrate in creative ways what a child knows. Children's journal writing, field note reports, and demonstrations are also thoughtful approaches to embedding assessment in the curriculum. This paper presents the experiences of graduate students in a masters degree program in early childhood education with assessing children's learning using a combination of those strategies: anecdotal notes, drawings, paintings, constructions, and dramatizations; and children's journal writing, field note reports, and demonstrations. (ASK)

ED 445 923 SE 064 140

Roti, Joan; Trahey, Carol; Zerafa, Susan
Improving Student Achievement in Solving Mathematical Word Problems.
PUB DATE- 00
NOTE- 58p.; Master of Arts in Teaching and Leadership, Saint Xavier University and IRI/Skylight Professional Development.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Grade 5; Grade 6; Journal Writing; Language; *Mathematics Achievement; Middle School Students; Middle Schools; *Problem Solving; Special Education; Thinking Skills; *Word Problems (Mathematics)

This report describes a program for improving students' comprehension of the language of mathematical problems. The targeted population consists of 5th and 6th grade multi-age students and multi-age learners with special needs at a middle school located outside a major city in a Midwestern community. Evidence for the existence of this problem includes math test scores, teacher observation of math problem solving processes, Contexts: A Cross-Cultural Study" (Li-Tsu Chen); "Relationships between Competencies and Creativity in Training of Professional Artists" (A. D. Correa); "Assessment of Studio Work: An International Comparison" (A. Karpati; D. Schonau); and "Cartooning: An Art Project in a Public Portuguese School" (J. Silva). (BT)

ED 445 945   SO 029 948

Clark, Gilbert, Ed.
Artist's Point of View.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Criticism; *Art Education; *Art Expression; *Childrens Art; *Curriculum Development; Elementary Secondary Education; Foreign Countries; Global Approach; Reminiscence; Student Projects
IDENTIFIERS- Art Students; *Folk Art; Microethnography

This issue of "InSEA News" features diverse articles from authors/art educators from Brazil, Australia, the United States, Guatemala, and Scotland that discuss water projects, childhood reminiscences, comparative curricula, local artists, and community efforts to involve students in exploring a city's history. Articles in the journal are: "Water Project: Using Images, An Interdisciplinary Experience" (Ivone Richter); "Factors That Influence and Effect Artistic Development" (Shona Eban); "Japanese Art Education through Western Eyes" (Melanie Davenport); "Popular Painting in Comalapa" (Roberto Viscaino); "Public Art, Architecture, and Design in Glasgow" (Glen Coutts; Mark Dawes); and "Microethnographic Research in Japan: Exploratory Art Criticism of a Turkish Rug" (Mary Stokrocki). (BT)

ED 445 946   SO 030 516

Kaupp, P. Ann, Ed.
AnthroNotes: Museum of Natural History Publication for Educators, 1998.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 42p.; Ruth O. Selig, Alison S. Brooks, and JoAnne Lanouette are also editors.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Anthropology; Elementary Secondary Education; Higher Education; Social Science Research; Social Studies; *Zoos
IDENTIFIERS- *Forensic Science; Natural History; Smithsonian Institution

This publication for educators offers in-depth articles on current anthropological research, teaching activities, and reviews of new resources. The document aims to disseminate with many examples of how other families have discovered and saved their own stories. The guidebook's activities are: (1) "Keeping a Journal"; (2) "Why Family Recollections Matter"; (3) "Playing Detective with Photographs"; (4) "Discovering Clues in Family Papers"; (5) "Uncovering History in the Attic"; (6) "Exploring Your Home's History"; (7) "Climbing the Family Tree"; (8) "Finding Your Family's Place in American History"; (9) "Writing Your Own Story"; (10) "Fun for the Family"; (11) "Sharing Your Story"; (12) "Connecting with Your Community"; (13) "Finding Help"; (14) "Teaching American History through Family History"; and (15) "Joining Your Hometown Experts." An additional section, "Saving Your Family Treasures," suggests simple steps for preserving family heirlooms and combating the perils of rubber bands, adhesives, acidic paper, heat, light, and humidity. An extensive resource section lists relevant books; American stories; films; regional, national, and state addresses; and places to visit. (BT)

ED 445 969   SO 031 581

Boilon, Susan
Extra! Extra! Lewis and Clark Explore America, 5th Grade Activity. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; *Geography; Grade 5; Intermediate Grades; *News Writing; *Small Group Instruction; *Social Studies; *United States History
IDENTIFIERS- *Lewis and Clark Expedition; *Westward Movement (United States)

Designed for small group instruction, this fifth-grade classroom activity deals with the creation of a special edition newspaper commemorating the 200th anniversary of the Lewis and Clark Expedition. The activity contains five roles for students (historian, journalist, cartographer/illustrator, biographer, scientist), and each group is to produce one historically accurate newspaper from the viewpoint of these different roles. The activity explains the task (in seven steps), outlines the 3-step process (gaining background knowledge, collecting information, and writing and assembling the newspaper), and provides learning links and learning advice. It also discusses evaluation and includes reflection in a student journal. Notes for the teacher are attached; these include content standards, lesson purpose, student educational goals, resources, supplies needed, and interdisciplinary connections. (BT)

ED 445 970   SO 031 609

Watson, Iain
Lullingstone Roman Villa. A Teacher's Handbook. Revised .
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Archaeology; Foreign Countries; Heritage Education;

the challenges of an ever-changing multicultural society?"; and "Is it possible to create a world citizen?" (Author)

ED 445 991 SO 032 120

Dmitriyev, G. D.
Ethnicity and Culture in Russian Schools.
PUB DATE- 00
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Context; Democracy; *Educational Practices; Elementary Secondary Education; *Ethnicity; Foreign Countries; Higher Education; *Multicultural Education
IDENTIFIERS- *Russia; *USSR

This paper presents a brief overview of education in the Soviet Union during the Marxist era and states that one result of the Communist system collapse in 1991 was that it became imperative to democratize Russian society and schooling. The paper notes the need to reevaluate the legacy of "international upbringing" along the line of true humanism, to bring new multicultural and multiethnic dimensions into theoretical discourses, and to educate the younger generation of Russia. With "Soviet person" and "Soviet people" identities gone, education remains a powerful tool in assisting Russian people in their difficult searches of new racial, ethnic, political, ideological, gender, and other cultural identities. The paper is then organized into sections on race; racism and discrimination; ethnos, nation, nationality, ethnic, and national identity; ethnocentrism; biethnicity and multiethnicity; cultural shock; and children of refugees and migrants from the republics of the former USSR. The paper concludes by offering teaching strategies, discussion questions, and learning activities on the topic. Contains both Russian and English references. (BT)

ED 445 992 SO 032 133

Burr, Margaret; Warner, Rachel, Ed.
We Have Always Lived Here: The Maya of Guatemala. An Active Learning Pack for Key Stages 2 and 3.
PUB DATE- 91
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Liberties; Developing Nations; Foreign Countries; *Indigenous Populations; Intermediate Grades; *Latin American History; *Maya (People); Mayan Languages
IDENTIFIERS- *Guatemala; *Mayan Civilization

This information pack tells the story of one of the indigenous peoples of the Americas, the Maya of Guatemala. It covers Mayan culture and daily life as well as the discrimination experienced by the Maya and the fight for human rights in Guatemala. Containing a wealth of activities designed for mixed ability classes, the pack also can be used for teaching about Central American history, human rights, prejudice, and racism. The pack contains: Information Book; Pupils' Activity Book; Teachers' Notes; and 20 Photocards. (BT)

Each entry provides at least one picture of the individual profiled, and bold-faced rubrics lead the reader to information on birth, youth, early memories, education, first jobs, marriage and family, career highlights, memorable experiences, hobbies, and honors and awards. All of the entries end with a list of highly accessible sources designed to lead the student to further reading on the individual. African leaders featured in the book are: Mohammed Farah Aidid (Obituary) (1930?-1996); Idi Amin (1925?-); Hastings Kamuzu Banda (1898?-); Haile Selassie (1892-1975); Hassan II (1929-); Kenneth Kaunda (1924-); Jomo Kenyatta (1891?-1978); Winnie Mandela (1934-); Mobutu Sese Seko (1930-); Robert Mugabe (1924-); Kwame Nkrumah (1909-1972); Julius Kambarage Nyerere (1922-); Anwar Sadat (1918-1981); Jonas Savimbi (1934-); Leopold Sedar Senghor (1906-); and William V. S. Tubman (1895-1971). (BT)

ED 446 013   SO 032 178

Johnson, Thomas A.
A History of the Houston Police Department.
PUB DATE- 99
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Blacks; Females; Law Enforcement; *Local Government; *Local History; Metropolitan Areas; *Municipalities; *Police; Police Education
IDENTIFIERS- *Texas (Houston)

The story of the Houston (Texas) Police Department is a study of times and changes in the fourth largest city in the United States. This history of the Houston Police Department (HPD) examines the Department's beginnings in 1837. The HPD hired its first black officers in 1873. The Department purchased its first patrol car in 1910. In 1930 the first in-service police school was established and offered courses for detectives and uniformed officers. The HPD established the first police academy class in 1939. The training was five weeks in length and the instruction covered various phases of police work. Highlights of the Department's history include a graphical time line of significant events (1837 -- 1999) and detailed lists of activities by decade. (Author/BT)

ED 446 014   SO 032 192

Globalization and Living Together: The Challenges for Educational Content in Asia. Final Report of the Sub-Regional Course on Curriculum Development, New Delhi, India, 9-17 March 1999, Organized by the International Bureau of Education and the Indian Ministry of Human Resources Development.
PUB DATE- 00
NOTE- 153p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Curriculum Development; *Developing Nations; *Educational Change; Educational Practices; Elementary Secondary Education; Program Implementation; Regional Programs
IDENTIFIERS- Asia (South); Asia (Southeast); *Globalization

The International Bureau of Education (IBE) is focusing its program activity on the adaptation of the content of education to the challenges of the 21st century. IBE's program has two components: integrating the concern of living together into the characteristics; impact of teachers' and other adults' presence; time; content; and resources. Classroom conditions exerted a powerful influence on student teachers' actions. Though student teachers were not asked to evaluate their own performance, most did so. There was a marked contrast between how student teachers thought about their teaching as they taught and the ubiquitous models of teaching as a technical delivery/decision-making activity. (SM)

ED 446 036   SP 039 466

Katayama, Andrew D.
Innovative Mentoring Programs in Teaching Educational Psychology.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28,2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Educational Psychology; Elementary Secondary Education; Graduate Students; Graduate Study; Higher Education; *Mentors; Preservice Teacher Education; Student Teacher Attitudes; Summer Programs

This paper examines two sections of split-level educational psychology classes that were introduced at a large public university in the Midwest in the summer of 1999. Approximately half of the students enrolled in the classes were traditional undergraduate educational psychology students, and the other half consisted of practicing teachers who received graduate credit in advanced educational psychology. These courses were offered as experimental 12-week summer sessions that were designed for the graduate students to mentor the preservice teachers as well as share their experiences as they related to the theories discussed in class. After 8 and 12 weeks, respectively, evaluations were given to the students to assess their attitudes toward this course. Two separate versions were used: one for the undergraduates and one for the graduates. A combination of quantitative and qualitative methods was used to describe the students' reactions, attitudes, and evaluations of the course, which in general, yielded positive and consistent feedback from both the mentors and the mentees. (Author/SM)

ED 446 037   SP 039 467

Ertmer, Peggy A.; Gopalakrishnan, Sangeetha; Ross, Eva
Technology-Using Teachers: Comparing Perceptions of Exemplary Technology Use to Best Practice.
SPONS. AGENCY- Purdue Univ., Lafayette, IN.
PUB DATE- 00
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Portions of this work were supported by the Multimedia Instructional Development Center at Purdue University and the Herrick Foundation of Michigan.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Evaluation Methods; Faculty Development; Student Centered Curriculum; Student Evaluation; Student Participation; Teacher

ED 446 056 SP 039 488

Lynch, Richard L.; Padilla, Michael J.
Contextual Teaching and Learning in Preservice Teacher Education.
PUB DATE- 00
NOTE- 8p.; Paper presented at the National Conference on Teacher Quality (Washington, DC, January 10, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Context Effect; *Education Work Relationship; Elementary Secondary Education; *Experiential Learning; Higher Education; Partnerships in Education; *Preservice Teacher Education; Relevance (Education); *School Community Relationship; Student Teachers; Teaching Methods
IDENTIFIERS- *Contextual Learning; University of Georgia

This paper describes a 3-year project that combines classroom and real-life experiences to change how teachers are taught and learn to teach. The University of Georgia's College of Education developed a teacher education model that teaches and places prospective teachers in the context in which they will work (the classroom) and in the context in which their students will work (community and workplace settings). Participants include college faculty, business and industry partners, school administrators, the local Chamber of Commerce, and academic and occupational teachers from six counties. This project emphasizes four types of activities: conceptual framework, professional development, program design, and evaluation. College faculty complete activities that teach them how to prepare future teachers to make classroom teaching and learning more relevant to the work world. They learn about current applications of content area disciplines in workplaces and what is expected of workers in today's work settings. Specific program components include: pre- professional courses, community work experiences, seminars, and disciplinary courses. Data collected on the program suggest that: students rate it highly and use the framework; faculty enjoy the learning activities and become aware of business and industry needs; and until this program, faculty had not thought much about business and industry needs. (SM)

ED 446 057 SP 039 489

Clark, Jeffrey K., Ed.
The Student Issue: Original Articles by Student Gammans, 2000 Edition. The Health Education Monograph Series, Volume 17, Number 3.
PUB DATE- 00
NOTE- 60p.; Mohammad R. Torabi is the Monograph Series editor. The John P. McGovern Foundation provided funding for the series.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adolescents; *Adult Education; Alcohol Abuse; Allergy; Asthma; Birth; Body Image; Children; Comprehensive School Health Education; Computer Uses in Education; Drinking; Educational Technology; Elementary Secondary Education; *Health Education; Internet; Medicine; Obesity; Older Adults; *Patient Education; Pharmacists; School Health Services; School Nurses; Smoking; Teacher Role; Tissue Donors; Tobacco
IDENTIFIERS- Health Educators; Illinois; Weight Maintenance

This collection of student monographs includes: "Educating Older teachers (teacher attrition, professional development and mentorship, and recognizing excellence in teaching). It concludes that Virginia hired approximately 6,000 new teachers in 1999-00 and anticipates that this number will increase with each year in the coming decade. It is evident that no one solution will resolve the anticipated teacher shortage and no one agency can ensure teacher quality. Providing teachers to Virginia's public schools will require systemic reform and intensive collaboration between state policymakers, higher education institutions, and public schools. An annotated bibliography is attached. (Contains 66 references.) (SM)

ED 446 077 SP 039 516

Hertzog, Hillary S.; Pensavalle, Margo T.; Lemlech, Johanna K.
Collegial Relationships: What Does It Mean To Be a Colleague?
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Collegiality; Cooperating Teachers; Elementary Secondary Education; Feedback; Higher Education; Interpersonal Communication; *Interpersonal Relationship; Participative Decision Making; Preservice Teacher Education; Student Development; Student Teacher Supervisors; Student Teachers; Student Teaching; *Teacher Collaboration

This paper describes a study of a collegial teacher education program aimed at helping student teachers learn interdependent instructional skills and professional behaviors which support the development of authentic collegiality before they experienced the isolation many teachers perceive. The program arranged an environment where student teachers were guided in pairs by supervising teachers and university coordinators to participate in collaborative decision making, pedagogical reflection, and talk about teaching. The program hypothesized that collegiality would develop and systematically integrate students' instructional and professional learning. This study examined whether the program would result in collaborative relationships. Data from 12 cycles of partnered student teachers participating in public school placements were used to examine the issue. Data came from questionnaires, journals, interviews, conferences, observations, and audio and video tapes. Results indicated that the pairings: prepared student teachers to work with other teachers in a professional community; enhanced critical thought about teaching; and identified a continuum of collaborative development stages and behaviors. When partners differed in beliefs about teaching, conflicts emerged that sometimes required assistance. When partners' teaching talents differed significantly, jealousy and rancor were seen. University faculty influenced professional behaviors leading to collegial relationships. (Contains 29 references.) (SM)

ED 446 078 SP 039 517

Jacobowitz, Tina; DeLorenzo, Lisa; Adirim, Marcia
Incorporating Concerns for Diversity and Social Justice in Admissions Decisions.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American

Useful Performance Standards"; and (6) "Strategies for Implementing the Committee's Recommendations for Transforming NAEP." Five appendixes contain discussions of reading assessment, research on student learning, sample items, new models for achievement level setting, and biographical sketches of Committee members. (Contains 17 figures, 18 tables, and 236 references.) (SLD)

ED 446 097 * TM 031 838

Airasian, Peter W.
Classroom Assessment: Concepts and Applications. Fourth Edition.
PUB DATE- 01
NOTE- 434p.; For the third edition, see ED 423 264.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Numerical/Quantitative Data (110)
DESCRIPTORS- Decision Making; Education Majors; *Educational Assessment; Educational Planning; Elementary Secondary Education; Grading; Higher Education; Methods Courses; *Performance Based Assessment; Standardized Tests; *Student Evaluation; Tables (Data); *Teacher Education; Teacher Evaluation; *Test Construction; Test Use

This book is designed for students taking a first course in classroom assessment and measurement. It shows how assessment principles apply to the full range of teacher decision making and not just the formal evaluation of student learning. The book is organized in a way that follows the natural progression of teachers' decision making, from organizing the classroom through grading students and interpreting standardized tests. This edition contains new or expanded coverage of many topics, including state standards, performance assessment, and aligning objectives, instruction, and assessment. A list of Web sites related to classroom assessment is included. The chapters are: (1) "The Classroom as an Assessment Environment"; (2) "Learning about Pupils: Sizing-Up Assessment"; (3) "Lesson Planning: Objectives, Standards, and Accommodations"; (4) "Assessing during Instruction"; (5) "Official Assessment; Developing Tests and Assessments"; (6) "Paper-and-Pencil Test Questions"; (7) "Administering, Scoring, and Improving Paper-and-Pencil Tests"; (8) "Performance Assessment"; (9) "Applications of Performance Assessment"; (10) "Grading Pupil Performance"; (11) "Standardized Achievement Tests"; and (12) "Teacher Self-Assessment." Three appendixes contain discussions of standards for teacher competence in student assessment, statistical applications in classroom assessment, and Web sites for additional information. A glossary is also included. Each chapter contains references. (Contains 33 tables and 2 figures.) (SLD)

ED 446 098 TM 031 839

Oosterhof, Albert
Classroom Applications of Educational Measurement. Third Edition.
PUB DATE- 01
NOTE- 445p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Alternative Assessment; Computer Assisted Testing;

2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Context Effect; Foreign Countries; *High School Students; High Schools; Prediction; *Self Efficacy
IDENTIFIERS- South Korea

The purpose of this study was two-fold. One was to provide empirical evidence for the hierarchical structure of self-efficacy in terms of generality levels and the other was to investigate the relative potency of context-specific self-efficacy, i.e., academic self-efficacy in predicting academic performance. To accomplish these goals, the study focused on the structural relationships of academic self-efficacy in five school subjects, allowing the exploration of four generality levels: general, academic, domain-specific, and subject specific levels of students' self-efficacy. Korean high school students (n=430 males and 470 females) responded to general self-efficacy, academic self-efficacy, and subject-specific self-efficacy scales. Students' end-of-year achievement scores were used as a predicted variable. To examine the predictive power of academic self-efficacy expectation and the hierarchical structural relationships of differing levels of generality of self-efficacy, covariance structural modeling was used. The results of the study reveal the hierarchical structure of general, academic, and subject-specific self-efficacy, and the predictability for academic achievement. An appendix contains the general, academic, and subject-specific self-efficacy scales. (Contains 3 tables, 4 figures, and 26 references.) (Author/SLD)

ED 446 120 TM 031 881

Understanding Your School Report Card, 2000. Guide to Secondary School Examinations.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Graduation Requirements; *High School Students; High Schools; Instructional Effectiveness; *Report Cards; *Secondary Education; State Programs; *Testing Programs
IDENTIFIERS- *New York

The New York State School Report Card is an important part of the state's efforts to raise learning standards for all students. This guide provides an overview of the changes for the year 2000, answers to frequently asked questions, and descriptions of the state's testing program and other performance measures. This document focuses on questions and answers about the secondary school examinations, including a review of New York's requirements for a high school diploma. Beginning with students who enter ninth grade in 2001, all students will be required to pass at least 5 Regents examinations and earn at least 22 units of credit. (SLD)

ED 446 121 TM 031 882

*Benchmarking; Child Development; Definitions; Early Childhood Education; *Emergent Literacy; Models

This document is designed to establish consistency in the definition and format to be used in developing early literacy standards and benchmarks. It articulates a set of standards and benchmarks that is based on current national and state standards documents and that reflects the foundational knowledge and developmental differences representative of the research on early literacy development and the prekindergarten and kindergarten levels. It also provides sufficient and appropriate information aligned with the standards and benchmarks to aid prekindergarten and kindergarten teachers in assessing the early literacy development of their students. For standard 1, "Demonstrates competence in the general skills and strategies of the reading process," five benchmarks are outlined. For standard 2, "Demonstrates competence in the general skills and strategies of the writing process," three benchmarks are established. Appendixes contain a list of 72 sources on research and theory of early childhood development, a list of 25 national and state standards documents reviewed, and a list of definitions. (SLD)

ED 446 142   TM 031 904

Thompson, Russel L.
An Introduction to Graphical and Mathematical Methods for Detecting Heteroscedasticity in Linear Regression.
PUB DATE- 00
NOTE- 45p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Dallas, TX, January 27-29, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Graphs; *Least Squares Statistics; *Regression (Statistics)
IDENTIFIERS- *Heteroscedasticity (Statistics); *Homoscedasticity (Statistics)

Homoscedasticity is an important assumption of linear regression. This paper explains what it is and why it is important to the researcher. Graphical and mathematical methods for testing the homoscedasticity assumption are demonstrated. Sources of homoscedasticity and types of homoscedasticity are discussed, and methods for correction are demonstrated. Graphs are used to illustrate different patterns that may be caused by heteroscedasticity. An extensive example for using Weighted Least Squares regression is provided using both the Statistical Package for the Social Sciences (SPSS) and a step-by-step manual process. SPSS code for reproducing all examples is included. Finally, examples are used to highlight the interactive relationship between good experimental design and sound statistical practice. Appendixes contain the listing for residual plot examples and the listing for correction examples. (Contains 4 tables, 17 figures, and 22 references.) (Author/SLD)

ED 446 143   TM 031 905

Malone, Bobby G.; Nelson, Jacquelyn S.; Nelson, C. Van
A Study of the Effect of the Implementation of the Plus/Minus Grading System on Graduate Student Grades.
PUB DATE- 00
NOTE- 32p.; Paper presented at the Annual Meeting of the

All Endangered" (Leslie E. Sponsel); (2) "The Ainu of Japan" (Richard Siddle); (3) "The Akha of the Southwest China Borderlands" (Cornelia Ann Kammerer); (4) "The Amis of Taiwan" (Hsiang-mei Cheng); (5) "The Ayukawa-hama Community of Japan" (Masami Iwasaki-Goodman); (6) "The Batak of the Philippines" (James F. Elder); (7) "The Batek of Malaysia" (Kirk Endicott); (8) "The Bulusu' of East Kalimantan, Indonesia" (George N. Appell); (9) "The Karen of Burma and Thailand" (Yoko Hayami and Susan M. Darlington); (10) "The Kubu of Central Sumatra, Indonesia" (Gerard A. Persoon); (11) "The Okinawans of the Ryuku Islands" (James E. Roberson); (12) "The Rungus Dusuan of Sabah, Malaysia" (George N. Appell); (13) "The Semai of Malaysia" (Robert K. Dentan); (14) "The Uyghur of China" (Dru C. Gladney); and (15) "The Yi of China" (Margaret Byrne Swain). A glossary is included. Each chapter contains discussion questions and a resource guide. (Contains 12 tables, 25 figures, 18 maps, and 117 references.) (SLD)

ED 446 162   UD 033 785

Haveman, Robert; Knight, Brian
Youth Living Arrangements, Economic Independence, and the Role of Labor Market Changes: A Cohort Analysis from the Early 1970s to the Late 1980s. Discussion Paper.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.
PUB DATE- 99
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Educational Attainment; Employees; Income; Job Skills; *Labor Market; Longitudinal Studies; *Residential Patterns; Urban Youth; *Young Adults
IDENTIFIERS- National Longitudinal Survey of Youth

Between the later 1960s and early 1990s, young workers experienced declining average real wages and increasing labor market inequality. High-skilled youths--those with a college degree--fare better in this new economy relative to youths with few skills and little formal education. This paper studies two separate, but related, indirect effects of this labor market deterioration: changes in living arrangements and changes in economic independence, the ability to support oneself and dependents financially. Data are from the National Longitudinal Study-Young Men, the National Longitudinal Study-Young Women, and the National Longitudinal Study of Youth. It is found that, over this period, youths tended to drift away from living arrangements with significant financial responsibility, such as living with a spouse and children, and toward arrangements with less responsibility, such as remaining at home with one's parents or living alone. This shift is especially pronounced for low-skilled youths, those most adversely affected by the labor market deterioration. These changes in living arrangements tended to increase the economic independence of youths relative to their loss in economic independence were they unable to alter these living arrangements. (Author/SLD)

ED 446 163   UD 033 786

Adams, Rukaiyah; Onek, David; Riker, Alissa
Double Jeopardy: An Assessment of the Felony Drug Provision of the Welfare Reform Act.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English

and over, African Americans, Hispanic Americans, and people living in the South fell to all-time lows. The poverty rate for children dropped to 16.9 percent. Median household income rose to a new high in 1999. The reduction in poverty was concentrated in U.S. cities, with 81 percent of the decline in poverty occurring in urban areas. Some points of concern are still apparent. Census data show that while the number of poor children has fallen markedly, those who remain poor have, on average, grown poorer. Poverty rates remain high for certain groups of children and families. The striking reduction in poverty and the improvement in the median income in 1999 appear to be due primarily to the continued robust performance of the economy. The effects of low unemployment and rising wages on low-wage and minority workers highlight the significance of policies that maintain low unemployment rates as well as policies that help restore the value of the minimum wage. (SLD)

ED 446 183 UD 033 812

Wiseman, Michael
Welfare's Children. Discussion Paper No. 1212-00.
SPONS. AGENCY- California Univ., Berkeley. Survey Research Center.; Urban Inst., Washington, DC.; California State Dept. of Social Services, Sacramento.
PUB DATE- 00
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; Costs; *Mothers; Public Policy; State Aid; *State Legislation; *Welfare Recipients
IDENTIFIERS- *California; Welfare Reform

States with family cap public assistance policies deny or reduce additional welfare benefits to mothers who conceive and give birth to additional children while they are receiving aid. By 1999, 22 states had family cap policies in place. This paper reports estimates of the number and cost implications of infants conceived by mothers receiving assistance in California over the period 1988-1995. The estimates are constructed using a longitudinal analytic database derived from administrative records. The results indicate that such births are common, but their incidence is declining. In 1988 about 5.2% of the Aid to Families with Dependent Children-Family Group (AFDC-FG) (mostly single parent) cases in California experienced a birth of a child conceived while the case was open; by 1995, this had declined to 4.8%. Over the same interval this aggregate rate fell from 8.0% to 6.7% for (two-parent) families in AFDC-unemployed parent. Although the one-year number of such births (62,000 in 1995) is small in comparison with total numbers of children in AFDC families, such children accumulate over time. Thirty percent of children under age 9 in California families receiving AFDC benefits in February 1996 were conceived while their cases were open; benefits paid on their behalf amounted to roughly 7% of total state outlays. The incidence of such births varies by race, but the downward trend is common. California actually implemented a family cap in 1997, but the state's plan is unusual in that adults can escape the consequences by leaving welfare for 2 months following the onset of pregnancy. Because administration of Temporary Assistance to Needy Families in California has been radically decentralized, it is not clear whether counties are in fact applying the cap, or if so, whether parents are taking advantage of the 2-month exemption. An appendix contains probit variable definitions. (Contains 6 figures, 6 tables, and 22

TANF Funds May Be Used To Create or Expand Refundable State Child Care Tax Credits.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Block Grants; *Day Care; Early Childhood Education; Employed Parents; *Family Income; Federal Programs; State Programs; *Tax Credits; *Taxes
IDENTIFIERS- *Temporary Assistance for Needy Families

Federal rules allow states to use Temporary Assistance for Needy Families (TANF) block grant funds to help pay for a child care tax credit. States also have the option to count a portion of the cost of a child care tax credit toward their "maintenance of effort" requirements under the TANF program. There is an important limitation on using welfare finds for child care credits, however. Federal regulations require that any tax credit financed under the TANF program must be "refundable," one that gives a family a payment when the credit amount exceeds a family's tax liability. The regulations specifically provide that welfare funds may be used only for the portion of a credit that exceeds a family's tax liability. Some issues related to the use of TANF funds for refundable child care credits are explored, and some state initiatives are described. (SLD)

ED 446 203 UD 033 836

Health Insurance, Access, and Use: United States. Tabulations from the 1997 National Survey of America's Families. State Profiles. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Fund for New Jersey, East Orange.; Weingart Foundation, Los Angeles, CA.
PUB DATE- 00
NOTE- 39p.; Additional support provided by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; Family Health; *Health Insurance; *Low Income Groups; National Surveys; Poverty; *Profiles; *State Programs; Tables (Data)

The tables in this document are based on data collected through the National Survey of America's Families (NSAF), a household survey conducted as part of the Assessing the New Federalism project. The project is national in scope, but has selected 13 focal states for intensive study. These tabulations are based on the 1997 round of the NSAF. They provide information on a variety of measures of insurance coverage, access to care, and health services use. The data presented on the numbers of uninsured and the uninsurance rates show a lower percentage of calling for the development of a comprehensive urban community college worthy of the county. A new master plan, with a revised mission statement was created. The college's accreditation was reaffirmed by the Middle States Association of Colleges and Schools most recently in 1998. Presents a summary quotation from each of the college's mission statements (1997-Present), which provides the best indication of the transition from the institution's perspective. Includes the college's Mission Statement adopted as of April 13, 1993 and concludes with a list of significant dates in the accreditation history of HCCC (1974-2002). (VWC)

ED 445 700 JC 000 566

Tichenor, Stuart
Editing Professional Literature: Getting Technical Students Involved in Writing.
PUB DATE- 00
NOTE- 10p.; National Institute for Staff and Organizational Development (NISOD) Conference, Austin, Texas, May 28-31, 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Editing; *Teaching Methods; *Technical Writing; Two Year Colleges; *Writing Across the Curriculum; *Writing Instruction

Describes the Service Manual Project developed by the author to teach his Technical Writing II class to interact with professional literature in a more sophisticated and useful manner. Once technical students begin looking at printed matter they work with day in and day out, they begin analyzing it and seeing it in a different light. They realize that the manuals they are dealing with are written by real people who make decisions about how to place the material on the page - how to connect it to other material - and how to present it to the reader. The project also requires students to apply technical writing basics learned in Technical Writing I and to make critical editorial decisions. Describes the technical writing principles involved: topic headings, "white space", organization, lists, conciseness vs. wordiness, and jargon vs. non-technical terms. Discusses changes created by students such as: reorganizing information in text, applying "white space" to crowded text, rewriting existing information, eliminating wordiness, Spanish translation, and rewriting headings and creating subheadings. Finds that students appreciate someone "outside their area" respecting their vocation, their career focus, and the information that connected them with their training. (VWC)

ED 445 701 JC 000 567

Puyear, Don
Funding Statewide Initiatives: A Discussion Paper for the State Board of Directors for Community Colleges of Arizona.
PUB DATE- 97
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Finance; *Financial Support; State Aid; State Boards of Education; *State Colleges;

child services, hospitality, tourism and culinary arts, industrial and engineering technology, nursing, public service, student age distribution, and credit hours generated by division; (3) graduates, which examines associate degree, diploma and certificate programs 1995-1999, allied health sciences, arts and sciences, business technology, community, family and child services, hospitality, tourism and culinary arts, industrial and engineering technology, nursing, public service, SBTCE graduate placement rate 1994-1998, and gender and ethnicity by division 1995-1999; (4) financial aid, which includes a summary of financial aid awards; (5) faculty/staff, including items such as full-time faculty, gender, highest degree, average teaching and working experience, and employment; (6) continuing education and economic development; (7) development, which includes a summary of grants 1998-1999, (8) performance funding, including critical success factors; and (9) institutional effectiveness planning matrices. (VHC)

ED 445 721   JC 000 657

Willett, Terrence
An Evaluation of English 100 and Eligibility for English 100 as Potential Prerequisites for Speech Communication 1 and 2, Criminal Justice 1 and 2, and Fire Technology 1 and 2.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Ability; *Academic Achievement; Community Colleges; *Eligibility; *Prerequisites; Two Year Colleges
IDENTIFIERS- *Cabrillo College CA

Explores English 100 eligibility and English 100 success prerequisites as enhancers of Cabrillo College (California) students' ability to succeed in Speech Communication, Criminal Justice, and Fire Technology. This study also tested for disproportionate impacts of the proposed prerequisites on ethnicity, gender, and disability groups. For all courses except Fire Technology, success rates significantly dropped as we moved from level 0, those who met no prerequisites, to level 1, those who just met English 100 eligibility. Increases in success rates were observed in all courses for those who just met level 2, successful completion of English 100, over success rates for levels 0 and 1. To experience increased success rates, at least successful completion of English 100 would have to be required. Unfortunately, this level of prerequisite would exclude one-third to one-half of all eligible students. A dramatic decline in enrollment would be the price of the modest increase in success rates achieved through an English 100 prerequisite. In addition, it appears that the imposition of a prerequisite at any level would exclude men, Hispanics, African-Americans, and Filipinos, and those with disabilities, especially learning disabilities, at higher rates than women, Whites, Asians, Native Americans, Pacific Islanders, and mainstream students. This exclusion generally increases with prerequisite level. (VHC)

ED 445 722   JC 000 658

Luan, Jing
A Study of the Progress of Basic Skills Students through an Examination of Their Success and Retention Rates.
PUB DATE- 97

Student Development; Two Year Colleges
IDENTIFIERS- *Michigan

This report provides a description of how developmental students perform in 26 of Michigan's associate degree-granting institutions. The study finds that 67% of students enrolled in developmental English passed; 52% of students enrolled in developmental math passed; and 67% of students enrolled in developmental reading passed. It is more common for a student to either pass all developmental courses or none of them. Students who pass their developmental courses are more likely to pass a subsequent college-level course in a related subject than are students who fail the developmental course. Enrolling in college-level courses directly after finishing the developmental course, rather than waiting a few semesters, does not make a difference in whether the student passes the college-level course. Developmental students are more likely to remain enrolled at their institution longer. There is no difference between students who pass their developmental courses and students who never took a developmental course in how they perform in their first college-level math and political science courses. Students who never enrolled in a developmental course are more likely to pass college-level English courses than are those students who passed either developmental English or developmental reading prior to enrolling in college-level English. Grouping institutions by enrollment resulted in no one group standing out as having the greatest success in developmental education. Contains 15 references. (VWC)

ED 445 742   JC 000 679

Michigan State Board for Public Community Colleges 1998 Goals, Policies, and Objectives: To Promote Access to Quality Comprehensive Community College Services.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Agenda Setting; *Community Colleges; *Educational Finance; *Educational Objectives; *Educational Policy; State Boards of Education; Two Year Colleges
IDENTIFIERS- *Michigan

This report presents the Michigan State Board for Community College's public policy agenda for 1998. It presents five goals, which are supplemented with accompanying issue statements, policy statements, and objectives. Goal one: there should be increased access to community college education through comprehensive services for all Michigan citizens. Issues discussed under this goal include: access and cost, enrollment trends, and access and socioeconomic conditions. Goal two: community colleges should promote excellence in community college teaching and should provide a quality community college education through comprehensive services. Issues discussed include: continuing excellence, excellence in teaching and learning, performance indicators, student assessment and developmental education, education employability development plan, and faculty development through curriculum integration. Goal three: there should be a continuum of services and instruction among secondary schools, community colleges, and universities. Issues discussed under this goal include: student mobility, Tech Prep education, and postsecondary enrollment options. Goal 4: there should be an the colleges. In order for California Community Colleges to be successful in instituting change regarding instructional technology, there must be a receptive faculty attitude, appropriate skills and knowledge, and sufficient institutional support that address obstacles to the effectiveness of these technologies. The OHE Instructional Technology Survey findings indicate that faculty have positive attitudes regarding the potential for technology to improve instruction and that they are interested in learning how to use technology to reach instructional goals that benefit students. Findings support an investment in new training methods, utilizing existing structures such as flex days for training, and a need for discipline specific technology mentors. Findings also indicate that there are support issues within the colleges that must be addressed in order for an investment in faculty training and development to pay off. Recommends changes to the state budget so that colleges can provide ongoing technical and pedagogical support for integrating technology into instruction and services; improvement of student and faculty access to technology; continuous evaluation of the effectiveness of TMI to increase student access, learning, and achievement of desired outcomes in a cost-effective manner; and strategies for shared development through collaborative teams of faculty from colleges in the system, with resulting products made available to the system. Includes survey instrument in appendices. (VWC)

ED 445 763 JC 000 713

ACAATO Environmental Scan, 2000.
PUB DATE- 00
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Planning; *Community Colleges; Educational Opportunities; *Environmental Scanning; Foreign Countries; Information Technology; Strategic Planning; Two Year Colleges
IDENTIFIERS- *Ontario Colleges of Applied Arts and Technology

Presents the sixth edition of The Environmental Scan published by the Association of Colleges of Applied Arts and Technology of Ontario (ACAATO). The 2000 Environmental Scan is designed to serve as a working document to assist colleges in their strategic planning processes. The 2000 Environmental Scan highlights: the increased profile and valuing of the contributions of colleges in Ontario and elsewhere; the integration of information technology in all areas of work, learning and personal life and the impact of the knowledge-based economy; the momentum of change in the postsecondary education sector in Canada; and the pace and direction of change that confronts colleges, their staff, their learners and other stakeholders. The 2000 Environmental Scan explores the following topics: (1) economy and labor; (2) education and training; (3) funding; (4) information technology; (5) Ontario population; (6) public policy; (7) operating expenses; (8) learners; and (9) human resources. The 2000 Environmental Scan concludes with a list of selected Web sites that provide interesting research information and links to additional resources on the economy and labor force, education and training, information technology, learners, human resources, and general topics of interest. It also includes a feedback form for users to forward their thoughts and comments to the ACAATO. (VWC)

ED 445 764 JC 000 714

children's kindness to another child elicited further stories conveying children's need to do something nice for someone, to recognize someone as another person, and to make a connection to another person. The stories told by high school students illustrated how stories about positive events made people happy, elicited good deeds from them, and helped them gain a new perspective on their own struggles to overcome loneliness. Adults' stories were more negative in tone than children's or adolescents' stories and conveyed memories of injustices and stories of rejection and teasing. The narrative suggests that when children give each other roles in pretend play to re-enact their stories, they are experiencing how other people feel, which is the basis of moral development. Some of the children's stories illustrate children's use of a disguise to slowly gain acceptance by others and a place in the classroom. Other stories illustrate the isolation inherent in the schoolhouse as conveyed in themes of displacement and loneliness. The narrative concludes with a discussion by fifth graders of the rule "You can't say you can't play," the difficulty in changing habits of being unkind to others, and the children's realization that they used to be much kinder. (KB)

ED 445 783 PS 028 817

Head, Heart, and Hands for Our Youngest Children.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 22p.; Associated with the School of Education, University of North Carolina at Greensboro.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Change Strategies; *Child Advocacy; *Emergent Literacy; *Infants; *Partnerships in Education; Program Descriptions; State Programs; *Toddlers
IDENTIFIERS- United States (Southeast)

This document details a strategy to bring together state and community leaders in the southeastern United States to establish dialogue, set priorities, and make system-wide changes for supporting literacy for the youngest children and their families. The Head, Heart, and Hands campaign has three focal points: (1) Head--understanding research and best practices that affect children's development and preparing them to enter school ready to learn; (2) Heart--creating, spreading, and harnessing the will and commitment to nurture and support young children and families; and (3) Hands--working across disciplines to forge a strong, unified system of policies and programs. The document begins with suggestions for a campaign kick-off meeting, followed by a position paper outlining a rational for the campaign. The next four sections of the document address the following areas: (1) research evidence on brain development, parental nurturance, health and nutrition, quality child care, and literacy development; (2) the need for action, focusing on the risk level of children in southern states and the impact of investing in the future; (3) core areas for action, presenting a vision for supporting the families of infants and toddlers and describing effective programs in the southeast; and (4) suggested planning process, including a step-by-step process and a sample policy statement. The document concludes with information on the SERVE organization, which will act as a resource for state and community efforts in the campaign, and information on ordering state income tax burdens by family income levels. Further, the report provides information on the estimated costs of a state EITC and identifies possible approaches to funding a state EITC with existing dollars. The report concludes by asserting that a state EITC is a targeted and cost-effective alternative for enhancing tax equity without requiring a wholesale constitutional change in the tax system or resulting in immense revenue losses, and thereby serves as an income security policy. (KB)

ED 445 801 PS 028 891

Matakis, Brian
Proposed FY 2001 Budget Overview: Ryan Administration's Second Budget Request Introduces Funding Preferences. Special Report.
SPONS. AGENCY- Ford Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; *Budgets; Child Welfare; *Children; Correctional Rehabilitation; Day Care; Early Childhood Education; State Programs
IDENTIFIERS- *Illinois; Illinois State Dept of Children and Family Servs; Temporary Assistance for Needy Families

This special report discusses the budget allocations of the proposed Illinois Fiscal Year (FY) 2001 budget. The report highlights two critical issues with far-reaching implications: the use of tobacco settlement monies and phased-in tax relief measures. The report describes steady growth across most agency-level appropriations, with the Department of Public Aid receiving the largest monetary increase and the Department of Children and Family Services (DCFS) receiving almost no funding increase. The Early Childhood Education Block Grant will receive a proposed increase of approximately 5 percent, with an additional $2 million set aside for an Early Learning Pilot Sites initiative. The Charter Schools program continues steady growth. The DCFS budget continues to reflect ongoing declines in the number of foster care and child custody cases. The substantial increases in the Department of Human Services Child Care request will maintain the quality initiatives now in place. However, several proposals are not included in the request, including a program to help child care programs become accredited. The bulk of the Department of Corrections request is for prison construction; this report maintains that if more dollars were invested in children and family programs, the expansion would not be necessary. The community health requests focus on valuable prevention strategies, such as the Healthy Families Illinois, a teen after-school program, and family resource centers. The TANF funding was reduced 30 percent from that of FY 2000. The report notes that the proposed budget does not include a cash grant increase for TANF and suggests that the current level is insufficient. (KB)

ED 445 802 PS 028 892

Dietz, William H., Ed.; Stern, Loraine, Ed.
Guide to Your Child's Nutrition: Making Peace at the Table and Building Healthy Eating Habits for Life.
PUB DATE- 99
NOTE- 234p.

approaches that have been taken, and prominent child-focused legislation is described in more detail. The report concludes by noting that because many decisions have yet to be made, policymakers, advocates, and others still have an opportunity to influence the allocation of the tobacco settlement funds. The report's two attachments list tobacco settlement bills that include a provision relating to services to children and describe legislative actions in each state. (KB)

ED 445 819   PS 028 922

Watson, Sara; Westheimer, Miriam
Financing Family Resource Centers: A Guide to Sources and Strategies. Starting Points: Meeting the Needs of Our Youngest Children.
PUB DATE- 00
NOTE- 73p.; "With research assistance from Kristine Stanik and the staff from the Family Resource Coalition of America."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Family Needs; *Family Programs; *Financial Support; *Resource Centers; Self Evaluation (Groups); *Young Children
IDENTIFIERS- *Family Resource and Support Programs; Program Characteristics

Noting that family resource centers (FRC) embody the comprehensive approach needed to respect families and meet their needs for providing their children with a healthy, nurturing beginning, and that financing issues fundamentally affect how responsive family resource centers will be to the needs of the people they serve, this guide was developed to help those involved in running and funding family resource centers to make well-informed strategic decisions about funding. Following an introductory chapter, chapter 2 describes FRC characteristics, how they differ from traditional services, and their implications for funding. Chapter 3 outlines principles and strategies for effective financing for both policymakers and FRC staff and includes a systematic process for FRC staff to use to ensure that they are making the best use of the financing options available to them. Chapter 4 describes current sources of financing for FRCs. The funding structure for one center is highlighted to illustrate the complexities of funding that most centers need to juggle. Chapter 5 discusses critical financing issues, including reducing the mismatch between family support principles and the current system of fragmented, categorical programs and funding. Chapters 6 and 7 offer ideas for FRCs and funders on how to improve the financing environment for family resource centers. Six appendices include budgeting information, information on state funding for FRCs, and materials for use by FRCs to develop creative financial options. (Contains 39 references.) (KB)

ED 445 820   PS 028 923

PEEP Annual Report, April 1999-March 2000.
PUB DATE- 00
NOTE- 44p.; For 1997-1998 Annual Report, see PS 027 777.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

about local forests. The guide was written with the forests of Ontario and eastern North America in mind. An introductory section outlines general characteristics of old growth forests, discusses the value of such forests and why they need special attention, and describes the four ecological lives of a tree. The main section, on forest signs and field tips, provides a guide to observation in the woods and covers tree size and life expectancy, canopy gaps and forest regeneration, wildlife and their habitats, dead tree ecology, ecology of tree cavities, cavities as wildlife habitat, classification of log decay and related habitats, mounds and pits (microtopography), fallen tree history, looking at tree rings (dendrochronology), fire scars, and stumps as evidence of forest history. Useful written records include local histories, survey records, and natural resource reports and inventories. (Contains 22 references, illustrations, and an observation checklist.) (SV)

ED 445 838   RC 022 062

Rowley, Thomas D.; Freshwater, David
Ready or Not? The Rural South and Its Workforce.
SPONS. AGENCY- Farm Foundation, Oak Brook, IL.; Economic Research Service (USDA), Washington, DC.
PUB DATE- 99
NOTE- 32p.; Figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economic Change; *Education Work Relationship; Educational Attainment; *Educational Needs; *Employment Patterns; *Labor Force; *Labor Force Development; Rural Areas; Rural Development; Rural Education; *Rural Population
IDENTIFIERS- Education Economy Relationship; *United States (South)

This report synthesizes findings and recommendations presented at the Southern Rural Labor Force Conference held in New Orleans in October 1998. Recognizing that the South's recent economic prosperity resides primarily in metropolitan areas, this report focuses on the readiness of the rural South to work in the future and on ways to improve the work prospects of rural areas. Part 1 looks at major trends shaping tomorrow's workplace and the implications for the rural South and its workforce. These trends include advances in technology, a growing service sector, organizational restructuring, globalization, demographic changes, and governmental policies. Part 2 examines three key "legacies" of the rural South that hinder workforce development: poverty, racial division and discrimination, and under-education. In addition to lower educational attainment, the rural South's educational deficiencies include less qualified and lower-paid teachers, lower adult literacy, and lower academic performance. Part 3 measures the performance of rural southern workers in the labor market in terms of earnings, employment level, underemployment, career advancement, and extent of workplace skills. Part 4 sums up the problem of a changing demand for labor versus an unchanging labor force in the rural South. Recommendations focus on raising the job skills of current workers, improving access to information on job opportunities, facilitating multiple job holding, and maintaining existing jobs in the region. (Contains references.) (SV)

ED 445 839   RC 022 063

Rowley, Tom

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Building Obsolescence; Construction Needs; Educational Environment; Elementary Secondary Education; Enrollment Trends; Facility Requirements; *Financial Needs; Financial Support; Fiscal Capacity; *Population Trends; Rural Population; *Rural Schools; *School Buildings

School facilities needs in rural America and the means to meet them are affected by rural population trends, building inadequacies and obsolescence, and financial problems. Overall, America's schools have seen increased public school enrollments since the mid-1980s, but rural enrollments have declined, particularly in communities with fewer than 2,500 inhabitants. However, rural population trends vary greatly across and within states. Long-term underinvestment in school facilities has left a legacy of crumbling school buildings in many communities. In 1996, 52 percent of rural schools had at least one inadequate building feature, and 54 percent had at least one unsatisfactory environmental factor. In addition, older rural schools had great needs to improve energy efficiency, upgrade the building infrastructure that supports new technology systems, provide flexible spaces to accommodate new teaching formats and expanded school services, and meet access requirements for individuals with disabilities. Because rural districts have lower enrollments, inadequate tax bases, and regulatory limits to their debt, they often cannot generate the revenues required to build school facilities. In addition, many have higher poverty levels and less ability to support local bond initiatives. Practical strategies for funding rural schools include state capital funding, state building authorities, interest-free or tax-credit bonds, converting vacant buildings, and increasing support through lobbying and public awareness campaigns. (Contains 30 references.) (SV)

ED 445 857   RC 022 642

Hughes, Mary F.
Financing Facilities in Rural School Districts: Variations among the States and the Case of Arkansas.
PUB DATE- 00
NOTE- 28p.; Chapter 2 in: Improving Rural School Facilities: Design, Construction, Finance, and Public Support; see RC 022 640.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Equity (Finance); *Educational Facilities Improvement; Elementary Secondary Education; *Financial Problems; Low Income Counties; *Rural Schools; *School District Size; *School District Wealth; *School Districts; State School District Relationship
IDENTIFIERS- *Arkansas

This chapter examines the main challenges that rural school districts face in school facilities funding and illustrates these problems with a case study of Arkansas. Most rural school districts serve only a small number of students, which tends to limit the funds available for construction or renovation. In addition, rural districts are likely to have lower assessed property values and lower resident ability to support local taxes. In Arkansas, the per-student amount that a district could borrow for school facilities funding was three times larger for the state's largest school district than the smallest school district. The smallest district had 78 percent of its students participating in the free and reduced lunch program, an indication of resident inability to support

Demonstraton Program: What Do We Know?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disadvantaged Schools; Educational Change; Elementary Secondary Education; *Federal Aid; Federal Programs; Poverty; *Rural Schools; *Rural Urban Differences; *School Involvement; School Size
IDENTIFIERS- *Comprehensive School Reform Demonstration Program

The federal Comprehensive School Reform Demonstration (CSRD) program provides incentives for high-poverty schools to pursue reform. In fiscal years 1998-99, $120 million, or 83 percent of total CSRD funds, was made available to states to target Title I schools serving disadvantaged students. Of the 1,748 schools participating in CSRD, over 85 percent received Title I funds and almost two thirds were Title I Schoolwide Program grantees. It has been suggested that rural school participation in CSRD may be hampered by such barriers as geographic isolation and lack of staff. This paper examines the distribution of CSRD funds across the rural-urban continuum, both overall and for high-poverty schools (schools with 50% or more of their students participating in the free and reduced lunch program). Data were drawn from a database on school participation in CSRD, and the rural-urban location of schools was based on the Johnson Locale Codes used by the U.S. Department of Education. The data indicate that: (1) rural high-poverty schools were funded by CSRD at a slightly lower rate than total rural schools; (2) students in rural high-poverty schools were served at a slightly higher rate than students in total rural schools; (3) the largest CSRD grants went to urban schools due to their larger size; and (4) compared to urban schools, rural schools funded by CSRD had fewer students but more money per student to implement reform. Appendices outline issues related to rural school participation in CSRD and define the Johnson Codes. (SV)

ED 445 876   RC 022 661

Boethel, Martha
Service Learning: A Strategy for Rural School Improvement and Community Revitalization. (Benefits) Squared : The Exponential Results of Linking School Improvement and Community Development, Issue Number Two.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; *Community Development; Elementary Secondary Education; *Rural Schools; *School Community Relationship; *Service Learning; *Student Development; *Student Projects; Teacher Role

The future of rural schools is inextricably linked to the future of their surrounding communities, and service learning is a powerful tool for capitalizing on those links. Service learning makes students active participants in service projects that respond to community needs while furthering the academic goals interfaces among the evermore distinct national education systems is of an increasing importance for a modern society. In Germany a number of technical universities financially supported by the German Academic Exchange Service (Deutscher Akademischer Austauschdienst - DAAD) have started new programs to attract more foreign students and graduates especially in technical fields. This paper gives a survey of the current situation from the perspective of the German Assembly of Electrical Engineering Departments (Deutscher Fakultatentag fur Elektrotechnik - DFTE) and describes the actions taken by one member, the Dresden University of Technology. (Author)

ED 445 899   SE 063 877

Rajgopal, Jayant; Bidanda, Bopaya; Shuman, Larry J.
Flexible Doctoral Programs for International Faculty.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Distance Education; *Doctoral Programs; Foreign Countries; Higher Education; Internet; *Program Design; *Program Effectiveness

In recent years there has been a strong interest on the part of universities, particularly in Latin America and Southeast Asia, to increase the percentage of their engineering faculty with doctoral degrees. Since there are relatively few doctoral programs in engineering in these countries, many universities would like to upgrade their current faculty by encouraging them to obtain doctoral degrees from nationally ranked schools in the U.S. or Europe. Unfortunately, given their teaching workloads and faculty shortages it is extremely difficult for these universities to grant their faculty a protracted leave of absence of four or more years to complete their education abroad. In this paper, authors present and discuss alternative models for doctoral programs designed for such faculty, that are flexible enough to accommodate their unique circumstances while at the same time maintain academic rigor. The key factors enabling such an approach are the growth in distance-education technology, the Internet and sophisticated means of rapid and interactive communications. Authors detail a number of academic issues, along with several alternative strategies for the actual delivery of these programs. A typical doctoral program is dissected into its components and models for flexible programs within each are detailed. Finally, a model program developed at the University of Pittsburgh is described. (Author)

ED 445 900   SE 063 895

Baker, Dale; Jacobs, Kathy
Winners and Losers in Single-Sex Science and Mathematics Classrooms.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Empowerment; *Females; Grade 7; *Males; Mathematics Education; *Middle School Students; Minority Groups; Role Models; Science Curriculum; *Sex Bias

and student reflective journals. Analysis of probable cause data reveals that students cannot solve mathematical problems due to a number of factors. Students often have difficulty figuring out the relationship between the words and the symbols in mathematical problems. Often they will look past the words in the context of the problem directly to the data. This can lead to "correct" solutions that are inappropriate to the contextual sense of the problem. Students often rely on superficial cues that can lead to incorrect solutions, or solutions that make little sense in terms of the language of the problem. Additionally, the language itself that is used in mathematical problems is different from a students' everyday language and can cause some comprehension difficulties in terms of solving the problem. A review of solution strategies suggests that students need to utilize their prior knowledge to make sense of the language in the problem to participate in discourse with others in order to identify the relevant information that might lead to a solution, and to explore a range of problem solving strategies. The interventions used in this study include cooperative grouping, vocabulary interventions, teacher-student modeling, and student reflective journals. Post intervention data indicates that divergent approaches in problem solving strategies were thought to be a key factor in encouraging students to think more broadly than they had before the intervention. A growing sophistication in students' abilities to metacognitively analyze their approach to problem solving was evidenced in their journal entries. (Contains 50 references.) (ASK)

ED 445 924   SE 064 142

Tibbs, Peggy; Sherrill, Donna
Bouncing Balls and Hot Rod Races.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Teachers Teaching with
  Technology Conference (Dallas, TX, March 17-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052),Speeches,
  Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acceleration (Physics); *Calculators; Educational
  Technology; *Functions (Mathematics); Mathematics Activities;
  Physics; Science Activities; Secondary Education; *Velocity
IDENTIFIERS- *Exponentiation (Mathematics); *Quadratic Equations

This paper presents the Bouncing Ball Experiment which models quadratic and exponential functions, and the Hot Rod Races activity that explores velocity and acceleration. Activities include directions for the use of TI-82 and TI-83 calculators. (YDS)

ED 445 925   SE 064 144

Grouws, Douglas A.; Cebulla, Kristin J.
Improving Student Achievement in Mathematics. Educational
  practices Series--4.
PUB DATE- 00
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Calculators; Discussion (Teaching Technique);
  Elementary Secondary Education; *Instructional Effectiveness;

recent research in anthropology; to help those teaching anthropology utilize new materials, approaches, and community resources, as well as integrate anthropology into a variety of curriculum subjects; and to create a national network of anthropologists, archaeologists, teachers, and other professionals interested in the dissemination of anthropology, particularly in schools. Articles in this issue include: "Anthropology and the Issues of Our Day" (James L. Peacock); "Communication and the Future of American Archaeology" (Jeremy A. Sabloff); "The Art of Anthropology" (Robert L. Humphrey); "Teacher's Corner: Zoo Labs" (Alison S. Brooks); "In Search of America's MIAs: Forensic Anthropology in Action" (Robert W. Mann; Thomas D. Holland); and "High School Maritime Archaeology Program" (JoAnne Lanouette). (BT)

ED 445 947   SO 030 846

Otieno, Tabitha N.
The Learner and Inquiry.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Active Learning; Classroom Environment; Classroom Techniques; *Critical Thinking; *Inquiry; *Learning Processes; Social Studies; *Teacher Role; Thinking Skills

An inquiry approach to learning is a process whereby students explore, investigate, search for information, discover and seek solutions without much guidance from the teacher in an open classroom environment. Inquiry teaching is not the only method that can be used in the classroom. Unlike other instructional methods, inquiry does involve students more actively inside and outside the classroom. Learning is viewed as an active endeavor which involves the teacher as facilitator, the learner as capable and self motivated. This paper aims to discuss the process of inquiry: (1) its philosophical and psychological basis; (2) its goals and assumptions; and (3) the nature of learning, learners, and teachers. The paper examines briefly the importance of evaluation in the inquiry method and lists its strengths and weaknesses in classroom instruction. (Contains 19 references.) (Author/BT)

ED 445 948   SO 030 847

Otieno, Tabitha N.
A Personal Vision of a Good Social Studies Student.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Objectives; *Interpersonal Competence; School Culture; Secondary Education; *Social Studies; *Student Characteristics; *Student Development
IDENTIFIERS- Social Participation

A good student in a social studies classroom is one who thinks seriously about his/her work and seeks to find the reason behind the understanding of certain tasks. The student should aim at developing a wide range of skills to enable him/her to participate in discussions and make competent decisions. Educational programs should present various subjects and adopt

*Historic Sites; Historical Interpretation; Learning Activities; Secondary Education
IDENTIFIERS- *England (Kent); English History; Mosaics; *Roman Architecture; Roman Civilization; Roman Empire; Site Visits; Timelines

Lullingstone, in Kent, England, is a Roman villa which was in use for almost the whole period of the Roman occupation of Britain during the fourth century A.D. Throughout this teacher's handbook, emphasis is placed on the archaeological evidence for conclusions about the use of the site, and there are suggested activities to help students understand the techniques and methods of archaeology. The handbook shows how the site relates to its environment in a geographical context and suggests how its mosaics and wall paintings can be used as stimuli for creative work, either written or artistic. It states that the evidence for building techniques can also be examined in the light of the technology curriculum, using the Roman builder activity sheet. The handbook consists of the following sections: Why Visit Lullingstone Villa?; Understanding the Site (Historical Background; Lullingstone's Later History; Roman Villas in Kent); Timeline; Documentary Sources; Resource Sheets (Understanding Archaeology; Found at Lullingstone; Religion and Ritual; The Roman Builder's Handbook; Mosaics; Life in the Villa; Taking a Bath at Lullingstone); Educational Approaches (Building Techniques; Everyday Life at Lullingstone; Religion; Archaeology; Presenting the Site to Visitors; Lullingstone across the Curriculum); Activity Sheets (Archaeology Training Sheet; Lullingstone on Display; Pagan or Christian?; The Roman Builder; Then and Now); and Bibliography and Resources. Contains a bibliography and list of resources. (BT)

ED 445 971 SO 031 610

Corbishley, Mike; Fordham, Jennie; Gay, Susan; Hollinshead, Liz; Spicer, Suzanne; Walmsley, David
Primary History: Using the Evidence of the Historic Environment. A Teacher's Guide.
PUB DATE- 99
NOTE- 78p.; Produced with assistance from Amanda Feather, Ken Glen, and Oliver Aston.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Built Environment; Elementary Education; Foreign Countries; Heritage Education; *Historic Sites; *Historical Interpretation; Material Culture; *Primary Sources; *Social Studies
IDENTIFIERS- *English History

This guide aims to help busy elementary teachers make the best use of a whole range of evidence for teaching history in schools today, covering areas of study at both Key Stages 1 and 2 (in the British school system). The guide includes: clear, richly illustrated explanatory text for the non-expert, with practical advice and project ideas; how to ask the right questions, teach key skills, use objects, games, documents, and interpretations of the past; ideas for Key Stage 1, from looking at houses or famous people or events, to using stories and timelines; the Romans in Britain; the Anglo-Saxons and the Vikings; Tudor life; Victoria's England and Britain since 1930; case studies of places relating to each period; and reproducible activity sheets for classroom use or on site visits. Contains a list of selected annotated resources for further reading. (BT)

ED 445 993 SO 032 134

Black, Maggie, Comp.; Blagbrough, Jonathan, Comp.
Child Domestic Work. Innocenti Digest 5.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Labor; Child Welfare; Childhood Needs; *Childrens Rights; Civil Rights; Foreign Countries; *Household Workers; Nongovernmental Organizations
IDENTIFIERS- UNICEF; United Nations Convention on Rights of the Child

Child "domestics" or "domestic workers" are defined here as children under the age of 18 who work in other people's households, doing domestic chores, caring for children and running errands, among other tasks. This digest focuses mainly on the situation of live-in child domestics, that is, children who work full time in exchange for room, board, care, and sometimes remuneration. The digest is divided into the following sections: "Introduction"; "What We Know about Child Domestic Workers"; "The Implications of Their Work for Child Domestic Workers"; "Challenges for Practitioners: Project Responses"; "Challenges for Practitioners: Research and Advocacy; and Is Regulation Possible?" Contains information about some of the major intergovernmental organizations and international and regional nongovermental organizations (NGOs) working on issues addressing child domestic work. Includes extensive selected readings and general references. (BT)

ED 445 994 SO 032 135

Kapoor, Sushma
Domestic Violence against Women and Girls. Innocenti Digest 6.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Abuse; *Civil Liberties; *Family Problems; *Family Violence; *Females; Foreign Countries; Global Approach; Nongovernmental Organizations
IDENTIFIERS- Global Issues; *Spouse Abuse; UNICEF

Women and children are often in great danger in the place where they should be safest within their families. For many, home is where they face a regime of terror and violence at the hands of somebody close to them somebody they should be able to trust. Domestic violence is a health, legal, economic, educational, developmental and, above all, a human rights issue. This digest looks specifically at domestic violence, and the term "domestic" includes violence by an intimate partner and by other family members, wherever this violence takes place and in whatever form. The digest builds on the research carried out by the UNICEF Innocenti Research Centre for an earlier digest on "Children and Violence." It looks at the magnitude and universality of domestic violence, and its impact on the rights of women and children. Noting that women worldwide continue to suffer violence with estimates varying from 20% to 50% from country to country, the digest contends that this toll will not be eased until families, governments, institutions, and civil society organizations address the issue directly. Information content of education; and adapting the content of education to cope with some of the challenges raised by a globalized world. This report is a compilation of presentations made during a regional workshop in New Delhi (India) in 1999 which catered to the concerns of South and South-East Asia. The report is divided into five parts. Part 1, "The Impact of Globalization on Curriculum Development," contains the keynote lecture which outlines the implications for education of the phenomenon of globalization and stresses the renewed urgency for curricula to promote peaceful coexistence and cooperation among pupils. Part 2, "Some Challenges for the Adaptation of Content Raised by the Principle of Learning to Live Together," presents key current concerns in curriculum reform. Part 3, "Interdisciplinarity, School-Based Management and Non-School Science Education: A Few Topics for Reflection by Curriculum Developers," includes three case studies from countries outside the Asian region. Part 4, "Current Trends in the Adaptation of Educational Content in South and South East Asia," focuses on the need for curriculum development to be a continuous holistic process aimed at real and meaningful change in the classroom. Part 5, "Country Papers on Curriculum Development from Selected States in South and South-East Asia," concludes the report. (BT)

ED 446 015 SO 032 195

Hargreaves, Andy, Ed.; Lo, Leslie N. K., Ed.
Open File: Professionalism in Teaching.
PUB DATE- 00
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; *Educational Change; Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; Teacher Education; *Teaching (Occupation)
IDENTIFIERS- *Educational Issues; Global Issues; International Bureau of Education; *Professionalism; UNESCO

This theme issue focuses on professionalism in teaching. It begins with an article in Viewpoints/Controversies titled "A Renewed Sense for the Purposes of Schooling: The Challenges of Education and Social Cohesion in Asia, Africa, Latin America, Europe, and Central Asia" (Stephen P. Heyneman; Sanja Todoric-Bebic). In Open File: Professionalism in Teaching section, the articles are: "The Paradoxical Profession: Teaching at the Turn of the Century" (Andy Hargreaves; Leslie N. K. Lo); "The Principled Professional" (Ivor F. Goodson); "Strategic Intentions for Professionals in World-Class Schools" (Brian J. Caldwell); "Professionals and Parents: Personal Adversaries or Public Allies" (Andy Hargreaves); "When Teaching Changes, Can Teacher Education Be Far Behind?" (Miriam Ben-Peretz); "Professional Development in the United States: Policies and Practices" (Ann Lieberman; Milbrey McLaughlin); "Educational Reform and Teacher Development in Hong Kong and on the Chinese Mainland" (Leslie N. K. Lo); and "From Agents of Reform to Subjects of Change: The Teaching Crossroads in Latin America" (Rosa Maria Torres). (BT)

ED 446 016 SO 032 196

Fredericks, Anthony D.
Social Studies Discoveries on the Net: An Integrated Approach.
PUB DATE- 00

Attitudes; *Teacher Characteristics; Teachers; Teaching Experience
IDENTIFIERS- Alternative Assessment; Confidence; Learner Centered Instruction

In this exploratory study, researchers compared characteristics and teaching practices of teachers, perceived by themselves to be exemplary technology-users, with characteristics and teaching practices of exemplary users described in the literature. Using a qualitative case-study design, the researchers examined the pedagogical beliefs and classroom practices of 17 exemplary technology-using teachers. After gathering open-ended questionnaire, interview, and observation data, they analyzed the beliefs and practices that were common and distinct across teachers. Findings suggest that exemplary technology use, as perceived and practiced by teachers, did not readily match descriptions of best practice provided in the literature. Rather, exemplary use reflected teachers' personal beliefs about teaching and learning as well as their specific teaching contexts. In this study, technology best practices differed in relationship to the grade level at which teachers worked, the visions they embraced, and the very real constraints under which teachers attempted to implement their visions, in terms of both curricular expectations and available resources. (Contains 40 references.) (Author/SM)

ED 446 038 SP 039 468

Collinson, Vivienne; Cook, Tanya Fedoruk
"I Don't Have Enough Time": Teachers' Interpretations of Time as a Key to Learning and School Change.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; Educational Change; *Educational Technology; Faculty Development; Middle School Teachers; Middle Schools; Teacher Attitudes; Teacher Collaboration; *Time Factors (Learning); *Time Management

This study investigated inner-city middle school teachers' perceptions of the importance of time in learning and sharing information. Participating teachers were involved in a technology demonstration project, the Educators' Electronic Learning Community (EELC). Participants completed pre-interview surveys that had them rate their technological skills and ability to incorporate technology into instruction before and after participating in EELC. The survey identified ways that teachers shared what they had learned and discussed factors that helped or hindered them in sharing. Teacher interviews examined: knowledge, skills, and insights gained by participating in the EELC; methods used to share learning with colleagues; and factors affecting their ability to share what they learned. Teachers completed a post-interview survey, rating the strength of motivating and restraining factors and ranking their relative importance. Five important barriers to sharing all related to time: feeling overwhelmed; lack of discretionary time to learn; lack of discretionary time to share with colleagues; lack of common time; and lack of a designated time for sharing. Four other aspects of time also hindered learning and dissemination of learning to peers: lack

Adults About Medications" (Patricia Barrett-Schwer); "Health Educators' Role in Weight Management and Body Acceptance" (Melanie H. Brede); "Health Educators as Advocates for Organ Donation" (Jennifer L. Hawker); "Involvement of Illinois School Nurses in the Eight Component Model of Coordinated School Health Programs" (Elissa M. Howard); "Evaluation of Environmental Approaches to Control for Indoor Allergens and Reducing Asthma Morbidity among Children and Adolescents" (E. Lisako Jones and Christine A. Tisone); "Doula Use During Childbirth" (Tia Reed); "Prescription Drug Misuse in Older Adults and Strategies for Prevention" (Jessica A. Schulman); "The Role of Pharmacists in Reducing Tobacco and Alcohol Use" (Stefanie Stephenson); "Understanding Childhood Obesity" (Shannon Tynes); and "Consumer Health Information and the New Technologies: Implications for Health Education" (Marsha H. White). (All papers contain references.) (SM)

ED 446 058 SP 039 490

Rosenblum-Lowden, Renee
You Have To Go to School: You're the Teacher! 250 Classroom Management Strategies To Make Your Job Easier and More Fun. Second Edition.
PUB DATE- 00
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Teachers; *Classroom Techniques; Discipline; Elementary Secondary Education; Homework; Interpersonal Communication; *Interpersonal Relationship; Mentors; Parent Teacher Cooperation; Praise; School Safety; Self Esteem; Student Attitudes; *Student Behavior; Student Characteristics; Student Empowerment; Students; Teacher Attitudes; Teacher Behavior; Teacher Collaboration; *Teacher Student Relationship
IDENTIFIERS- Confidence; Confrontation; Consequences

This book presents a collection of strategies to help teachers at all levels develop a rapport with students and manage everyday school problems. There are 17 chapters in 9 parts. Part 1 "Tips for New and Student Teachers," includes (1) "Odds and Ends for Beginners." Part 2, "Beginning a Winning Year," includes (2) "They're Not Here Yet," (3) "They're Here," and (4) "They're Gone and You Survived!" Part 3, "Helping Students Be Responsible," includes (5) "Establishing Routines," (6) "Empowering Students," and (7) "Setting Consequences." Part 4, "Showing You're on the Same Team," includes (8) "Communicating Like a Pro," (9) "Being Fair," and (10) "Bonding Strategies." Part 5, "Building Confidence through Earned Praise," includes (11) "Self-Esteem Strategies." Part 6, "Avoiding Confrontation," includes (12) "Preventing Showdowns" and (13) "Knowing Your Audience." Part 7, "Safety," includes (14) "Personal, Physical, and Professional Safety." Part 8, "Using Your Support System," includes (15) "Working with Parents" and (16) "Working with the School Support Team." Part 9, "Parting Shots," includes (17) "See You Next Year!" Suggested readings are also included. (SM)

ED 446 059 SP 039 491

Brock, Barbara L.; Grady, Marilyn L.

Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Admission; College Applicants; Democracy; *Diversity (Student); Elementary Secondary Education; Higher Education; Interviews; Preservice Teacher Education; *Selective Admission; Teacher Characteristics
IDENTIFIERS- *Social Justice

An increasingly important element in the mission of the teacher education program at New Jersey's Montclair State University is preparing candidates for educating students to become engaged citizens who will work actively toward improving social and political democracy and be comfortable teaching diverse students. It is expected that effective teachers will understand the moral dimensions of teaching, be committed to enculturating students into a social and political democracy, think critically, and possess pedagogical skills and content knowledge to provide their students with access to knowledge. The school's admissions program was reconceptualized to seek and select students with predispositions congruent with program beliefs. The first step was creating the Portrait of a Teacher, which presents characteristics of teachers the school hopes to develop. Next, an admission evaluation scale was designed using criteria related directly to ideals depicted in the Portrait. The school believes that rather than being subjective and lowering standards, it is questioning current standards and admissions processes. The paper describes admission into the school's music education program to illustrate the interview process, using a composite profile of students who have been interviewed in recent years. It explains that this admissions process is a selecting-in versus screening-out process. (Contains 11 references.) (SM)

ED 446 079 SP 039 519

Discrimination and the Oregon Educator. Eighth Edition.
PUB DATE- 99
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Civil Rights; Disabilities; Elementary Secondary Education; *Equal Education; *Equal Opportunities (Jobs); Ethnic Bias; Federal Legislation; Racial Bias; Religious Discrimination; Sex Bias; Sexual Harassment; *Social Discrimination; State Legislation; Stereotypes; Student Rights; Teacher Certification; Teacher Rights; Teacher Student Relationship
IDENTIFIERS- *Oregon

This booklet describes in general terms the various federal and state laws, rules, and regulations about which Oregon teachers must knowledgeable. Knowledge of laws prohibiting discrimination is required by Oregon Revised Statute 342.123. The Teacher Standards and Practices Commission permits applicants for licensure to demonstrate knowledge of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and state and federal statutes prohibiting

*Educational Assessment; Elementary Secondary Education; Evaluation Methods; *Measurement Techniques; *Performance Based Assessment; Reliability; *Student Evaluation; *Teacher Made Tests; Textbooks; Validity

This book, designed as an introductory text in educational measurement, presents comprehensive and balanced coverage of all aspects of assessment relevant to classroom teachers, including construction and use of paper-and-pencil and alternative assessments. This edition expands the coverage of alternative assessments and includes a chapter on the use of computers to facilitate assessment. The chapters are: (1) "Measurement, Assessment, and Evaluation"; (2) "Criterion- and Norm-Referenced Interpretations"; (3) "Measurable Objectives"; (4) "Validity"; (5) "Reliability"; (6) "Completion and Short-Answer Items"; (7) "Essay Items"; (8) "Multiple-Choice Items"; (9) "Alternate-Choice Items"; (10) "Producing, Administering, and Analyzing Written Tests"; (11) "Informal Observations and Questions"; (12) "Considerations When Using Performance Assessments"; (13) "Creating Performance Assessments"; (14) "Portfolios"; (15) "Questions for Guiding Student Assessments"; (16) "Teaching Students How To Take Tests"; (17) "Using Computers To Facilitate Assessment"; (18) "Reporting Student Performance to Parents and Others"; (19) "Characteristics of Standardized Tests"; (20) "Using Standard Deviation To Interpret Scores"; (21) "Interpreting Percentile Ranks and Grade-Equivalent Scores"; and (22) "Evaluating Uses of Standardized Tests." (Contains 47 figures, 16 tables, and 153 references.) (SLD)

ED 446 099   TM 031 840

Danielson, Charlotte; McGreal, Thomas L.
Teacher Evaluation To Enhance Professional Practice.
PUB DATE- 00
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Beginning Teachers; Elementary Secondary Education; *Evaluation Methods; *Faculty Development; School Districts; *Teacher Evaluation

This book shows how a school district's local teacher evaluation committee can design evaluation systems in which educators can achieve the dual purposes of accountability and professional development and even merge these purposes. A structural framework for designing the evaluation is proposed that locates teachers in one of three tracks: the beginning teacher program, the professional development track, and the teacher assistance track. The chapters are: (1) "A Flawed System"; (2) "The Once and Present Context for Teacher Evaluation: Important Lessons"; (3) "A Blueprint for Teacher Evaluation"; (4) "The Evaluative Criteria, or the 'What'"; (5) "Sources of Information"; (6) "Evaluation Procedures, or the 'How'"; (7) "The Design Process"; (8) "Track I--The Beginning Teacher Program"; (9) "Track II--The Professional Development Track"; (10) "Track III--The Teacher Assistance Track. An epilogue stresses the importance of professional collaboration in evaluation. Two appendixes contain case studies of teacher evaluation in two school districts. (Contains 48 figures, 21 references, and an index.) (SLD)

Kadamus, James A.
Guidance on the 1998-99 New State Assessment System.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Assessment; *Elementary Secondary Education; *English; Grade 4; Grade 8; Intermediate Grades; Limited English Speaking; *Mathematics Education; Middle Schools; Science Education; *Scoring; Social Studies; Testing
IDENTIFIERS- *New York

Guidance on the administration, scoring, and reporting of new state tests for teachers and administrators is provided. The tests are designed to track the English Language Arts and Mathematics proficiency of students in the 4th and 8th grade. Regents examinations assessing the English, Mathematics, Social Studies, and Science proficiency of high school students are also discussed. The report is divided into three sections: (1) "Schedule and Description of New Assessments"; (2) "Scoring of Tests"; and (3) "Collecting and Reporting Scores." Additional sections cover alternatives to the Regents examinations and criteria for school accountability. Appendix A entitled, "General Provisions Concerning Students with Disabilities and Limited English Proficient Students," is included; Appendix B entitled, "Examination Schedules for June and August 1999," is not included in this document. (SHM)

ED 446 122 TM 031 883

McConney, Andrew; Ayres, Robert; Todd-Goodson, Deanna; Cuthbertson, Laurel
Third Party Evaluation of the Effectiveness of the Structure of Intellect Model Schools Pilot Program. Year 2 Report.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Special Education Section.
PUB DATE- 99
NOTE- 245p.; For the year 3 evaluation, see TM 031 884. Colored graphs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Control Groups; *Curriculum; Educational Change; Elementary Education; *Elementary School Students; Pilot Projects; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *Oregon; *Structure of Intellect

This report presents the findings of year 2 (July 1998-June 1999) of the third-party evaluation of the effectiveness of the Oregon Structure of Intellect (SOI) Model Schools Pilot Program, a program based on the learning theories and Structure of Intellect model attributed to J. Guilford. The SOI program, developed by R. and M. Meeker, uses a combination of structured curriculum in the form of modules and an in-school SOI Learning Center to teach and develop important learning abilities for students. The SOI program focuses on 26 learning abilities claimed to be critical for effective learning. In year 2, 19 elementary schools in Oregon participated in the SOI pilot program and evaluation. The evaluation also studied 19 comparison schools that did not participate in the SOI program. Data were collected through observation, surveys of staff, and

Midwestern Educational Research Association (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Grades (Scholastic); *Grading; *Graduate Students; Graduate Study; Higher Education; Student Evaluation

The implementation of a plus/minus system of grading to replace the traditional A through F grading system for graduate students was studied at a midsize Midwestern university. Decimal equivalents were established to enable the computation of grade point averages (GPAs) that reflected the dispersion of grades through the plus/minus system. A survey was administered to graduate faculty to assess their perceptions of the effect of the plus/minus system on graduate grades, and the analysis was based on 250 responses. Then an analysis of the graduate GPA in the first three graduate courses for 4,944 master's level students who were enrolled under the A-F system was compared to that for 3,144 students enrolled after the implementation of the plus/minus system. Students perceptions before the implementation of the system held a measure of truth in that GPAs did decline, especially in some academic areas. The most conspicuous decline was in the number of "A" grades awarded. Faculty perceptions of the effects of the plus/minus system varied by academic area, with sharp differences among faculty in different disciplines. Faculty members did not tend to think that the plus/minus grading system helped the weaker students, but they did think that the stronger students got higher grades as a result of the new system. Implementing the new system was expensive in terms of dollars and work hours. Overall, data point to clear differences in grading philosophies among the academic disciplines. An appendix contains three tables of average cumulative graduate GPAs. (Contains 8 tables, 4 figures, and 27 references.) (SLD)

ED 446 144 TM 031 906

Butterfield, Brian K.
A Teacher's Perspective on What Students Know and Should Know about Common Knowledge.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; *Core Curriculum; Correlation; *Elementary School Students; Grade 6; Intermediate Grades; *Knowledge Level; *Mathematics Achievement; *Reading Achievement; Standardized Tests
IDENTIFIERS- Iowa Tests of Basic Skills

The purpose of this study was to examines the relationship between students' core knowledge and their achievement in mathematics and rezding on the Iowa Test of Basic Skills. The study was based on E. D. Hirsch's theory that having a strong foundation of core knowledge in one grade is necessary for growth and the understanding of new and more complex information in the upcoming grades. A student who does not have the core knowledge in one grade could struggle as he or she becomes more and more "informationally deprived" (D. Rogner, 1997). The study, which evaluated 38 sixth graders, did reveal correlations between the core knowledge and mathematics and reading achievement scores. The majority of the students in this sample seemed to have a low level of core knowledge for

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Block Grants; *Criminals; Disadvantaged Youth; Federal Aid; *Federal Legislation; *Illegal Drug Use; State Programs; *Welfare Recipients
IDENTIFIERS- California (San Francisco); *Temporary Assistance for Needy Families; *Welfare Reform

In 1996 the Aid to Families with Dependent Children program was replaced with a federal block grant program called Temporary Assistance for Needy Families (TANF), which imposed time limits and work requirements on welfare recipients. The welfare legislation placed a lifetime ban on TANF and food stamp benefits for convicted drug felons, although states were allowed to opt out or modify the ban if they chose. This study attempts to evaluate the issue and project the likely impact on needy families in San Francisco, CA, where the state has not only opted into the federal provision, but has also excluded those who are disqualified from TANF by the federal ban from receiving state General Assistance benefits. According to the assessment, the drug felony provision will unquestionably have a disproportionate effect on women, the majority of adult TANF recipients, and the new provisions will also be systematically biased against racial minorities. It will increase state costs, especially for foster care and criminal justice, and it will result in decreased treatment opportunities for convicted drug addicts. A survey of the practices of other states shows that 32 opted in, 8 opted out, and two modified the provisions in some way. Five states excluded those convicted of drug sales, but not possession, and two states allowed TANF and food stamps for drug felons, with payments made to a third-party vendor. Recommendations are made to ease the impact on San Francisco families, centering on modifying the ban, changing prosecution policies, and granting local public assistance to parents excluded from the state program. (SLD)

ED 446 164 UD 033 787

Brooks, Kim; Schiraldi, Vincent; Zeidenberg, Jason
School House Hype: Two Years Later. Policy Report.
PUB DATE- 00
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Children; Court Litigation; Elementary Secondary Education; Prevention; *School Safety; *Violence

In 1998, the Justice Policy Institute published "School House Hype: School Shootings and the Real Risks Kids Face," a report that examined the issue of school safety, and concluded that schools are the safest places for children to be. This report, inspired in part by recent school shootings, attempts to place the question of school violence and its accompanying reactions in a larger statistical and legal context. Data from several government agencies were analyzed to compare the real risks children face in school to the distorted image reported by the media. A survey of recent policy changes at the state and national levels shows the new security measures being taken in light of the shootings at Columbine High School. The study also analyzes recent case law concerning school violence, concluding that there is no discernible trend by either federal or state courts to impose liability on school districts where children are injured or killed at the hands of other students and third parties. The findings actually suggest that administrators may risk liability if they act too impulsively to exclude youth references.) (Author/SLD)

ED 446 184   UD 033 813

Fisher, Teresa A.; Matthews, Linda
Examining Interventions for Highly Mobile Students and Their Families.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counselors; Elementary Education; *Intervention; *Principals; Program Descriptions; *Program Effectiveness; Qualitative Research; *Student Mobility; *Transient Children

Consensual qualitative research was used to examine school interventions that were perceived to help stabilize highly mobile schools and their families. This study focuses on the types of programs implemented as well as the effective program components that encouraged families to remain affiliated with a school. Five principals, 10 counselors, and 3 social workers, representing 18 elementary schools, were interviewed. The results indicate that schools with highly mobile student populations have a diverse network of programs that provide the following curricular and extra-curricular services: (1) academic support; (2) personal development of students; (3) family support; and (4) community building for students and parents. The data regarding the most effective program components suggest that schools implementing family interventions need to emphasize positive relationships with parents by creating a sense of community at the school and demonstrating that parents are always welcome. In addition, schools must address the academic and social development of students by establishing clear academic expectations and increase their interactions with educators who care about students and believe all students can learn. (Author/SLD)

ED 446 185   UD 033 814

Sorensen, Elaine; Zibman, Chava
A Look at Poor Dads Who Don't Pay Child Support. Discussion Papers. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Weingart Foundation, Los Angeles, CA.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Fund for New Jersey, East Orange.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 00
NOTE- 43p.; Additional support provided by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Support; Child Welfare; *Fathers; Job Training; National Surveys; *Poverty; *Program Effectiveness
IDENTIFIERS- *Noncustodial Parents

children and nonelderly adults being uninsured than reported by the Census. The report's tables provide basic descriptive data in an easily accessible form, but they do not offer interpretations or explanations. Tables 1 through 10 show the distribution of types of insurance coverage. Other tables describe the uninsured, Medicaid recipients, and low-come groups. Information is also provided about access to health care for children by type of insurance. (Contains 17 tables, 5 references, and 25 endnotes.) (SLD)

ED 446 204 UD 033 837

Siegel, Dorothy; Naphtali, Zvia Segal; Fruchter, Norm; Berne, Robert
Evaluation of the Performance Driven Budget Initiative of the New York City Board of Education. First Annual Report.
PUB DATE- 98
NOTE- 159p.; For the second annual report, see UD 033 838.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgeting; Decentralization; Decision Making; *Educational Finance; Elementary Secondary Education; *Performance; Program Evaluation; Program Implementation; Resource Allocation; School Based Management; Surveys
IDENTIFIERS- *New York City Board of Education; Performance Budgeting

In 1996 the Chancellor introduced Performance Driven Budgeting (PDB) to the New York City schools. PDB is a form of decentralized budgetary decision making intended to provide local educators with increased control and flexibility over the use of resources. The plan established a framework of goals and principles, outlined a phased-in implementation, and called for outside funding for an evaluation. This first year evaluation, from the inception of PDB in September 1996 through August 1998, focuses on how and to what extent the conditions necessary for the successful implementation of PDB are being created in the districts and the central office. The second and third annual reports will assess the level and effectiveness of schools' implementation of PDB. The critical feature of PDB, linking budgeting to improvement in instruction and student performance, distinguishes the approach from other school-based budgeting approaches being implemented in the United States. In this first year, surveys were completed by 87 planning team members from PDB elementary schools and 16 team members from non-PDB schools and 44 team members from PDB high schools. Significant changes were apparent at the central level, with purposive activity attempting to link and integrate many traditionally fragmented operations and functions apparent centrally and in the schools. Strong leadership and a sustained focus will be needed to implement changes at the school level as the program progresses. Six appendixes describe current and proposed policies, give details of planning team interviews, and explain how to use the PDB Web Conference Center. (Contains 3 charts, 31 tables, and 4 figures.) (SLD)

ED 446 205 UD 033 838

Siegel, Dorothy; Zurer, Erica; Fruchter, Norm
Evaluation of the Performance Driven Budget Initiative of the New York City Board of Education (September 1998-August 1999). Second Annual Report.
PUB DATE- 00
NOTE- 161p.; For the first annual report, see UD 033 837.

*Statewide Planning; Two Year Colleges
IDENTIFIERS- *Arizona Community Colleges

This report introduces the issue of funding statewide initiatives for Arizona community colleges and suggests possible approaches that could be used to address the issue. This paper is intended to provide a starting point for a dialogue between the State Board of Directors for Community Colleges of Arizona and other interested parties, including the community college presidents and district governing board members. This paper asserts that four alternatives for funding statewide initiatives appear to be available. The alternatives discussed in this report are: (1) contributions from the community college districts; (2) separate appropriation by the legislature; (3) designation of a portion of state aid for statewide initiatives; and (4) imposition of a statewide tuition increment. This report examines the applicability, advantages, and disadvantages of each of these four alternatives. This report also suggests an outline for implementing these alternatives. Because of its flexibility, Alternative 1 can be implemented at any time. The other alternatives require greater advanced planning. Suggests some elements for the implementation of these alternatives, which are of particular importance for Alternatives 2, 3, and 4. This paper concludes with a list of discussion topics and questions to consider. (VWC)

ED 445 702   JC 000 568

Accrediting Commission for Community and Junior Colleges 1998-1999 Annual Report.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Annual Reports; *Community Colleges; *Institutional Evaluation; *State Colleges; Two Year Colleges
IDENTIFIERS- California

This paper presents the 1998-99 annual report for the California Accrediting Commission for Community and Junior Colleges (ACCJC). This report includes the following items: (1) message from Commission Chair Leon Baradat; (2) message from Executive Director David B. Wolf; (3) Commission Actions: Member Institutions, which lists actions taken January 1999 and June 1999, including such items as reaffirmed accreditation, continued accreditation, accepted midterm reports, unaccepted midterm reports, granted candidacy, imposed show cause order, accepted progress report with visit, placed on probation, accepted eligibility review, accepted substantive change request, substantive change report not accepted, and other actions; (4) summary of Commission Actions on Member Institutions: 1994-99 (as of June 1998); (5) Commission Actions: Policies, which looks at policy actions taken in 1998-99, including constitutional changes, public disclosures, policy and procedures for the evaluation of multi-college/multi-unit districts or systems, and Commission appointments made in June 1999; (6) staff activities: a summary, including campus visits, workshops and conferences, committee work, and publications; (7) team reports on comprehensive evaluations, by Judith Watkins, Associate Executive Director; (8) a report on ACCJC and institutional assessment, by Darlene Pacheco, Assistant Director; (9) ACCJC financial summary year ended June 30, 1999; and (10) a list of Commissioners and Staff members.

NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Basic Skills; *Cohort Analysis; Community Colleges; School Holding Power; Two Year Colleges
IDENTIFIERS- *Cabrillo College CA

The purpose of this study was to identify: the success and retention rates of basic skills students, and the rates of basic skills students' progress from basic skills courses to college level courses, and ultimately, transfer level courses. The study chose its cohorts from the semester of fall 1994. Essentially, four cohorts were identified: students enrolled in ENGL 255, students enrolled in MATH 256 and 256 (S); students in READ 205 and READ 255, and students in ESL 200 and ESL 201. For each basic skills cohort, the study tracked its progress from basic skills courses in fall 1994 on to the next courses in line, following the normal sequence of courses. Descriptive statistics were reported for all of the tracking. For each cohort's performance in each course, the study reported the number of students in the class, the grades they received, and the success and retention rates. The study also compared the cohort's performance to the general population that was enrolled in the course in fall 1994. Wherever applicable, the tables in this study used a comparison group - "general" population enrolled in the same courses. Includes an appendix of longitudinal analysis retention and success rates in English, math, reading, and ESL. (VWC)

ED 445 723 JC 000 659

North Carolina Community College System 2001-2003 Strategic Plan.
PUB DATE- 00
NOTE- 23p.; Adopted by the North Carolina State Board of Community Colleges, May 19, 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Educational Needs; Institutional Mission; *Organizational Objectives; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

Presents North Carolina Community College System's (NCCCS's) 2001-2003 Strategic Plan. Contains the following items: a mission statement; planning assumptions for 2001-2003 by strategic initiatives; goals and objectives: 2001-2003 Strategic Plan; and appendices. The mission of the NCCCS is to open the door to high-quality, accessible educational opportunities that minimize barriers to postsecondary education, maximize student success, and improve the lives and well-being of individuals by providing: education, training, and retraining for the workforce; support for economic development through services to and in partnership with business and industry; and services to communities and individuals, which improve the quality of life. NCCCS's planning assumptions/strategic initiatives include: (1) training the workforce for emerging high-skill jobs and a changing global workforce; (2) serving the lifelong learning needs of diverse populations; (3) promoting quality and flexible programs and services; (4) procuring and allocating essential resources for the system; and (5) leveraging the power of technology. Items included in the appendices are: a increase in communications with the community college leadership and stakeholders. Goal five: there should be increased state appropriations for community colleges. Issues discussed under this goal include: state appropriations, state aid adjustments for enrollment, special maintenance, tax increment financing authorities and tax abatement reimbursement, and capital outlay hardship option. Contains 11 references. (VWC)

ED 445 743 JC 000 680

New Challenges, New Opportunities: A Report on CCSF Listening Sessions, December 1998-February 1999.
PUB DATE- 99
NOTE- 26p.; Produced by the City College of San Francisco, Office of the Chancellor.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Change; *Educational Needs; *Educational Planning; *Long Range Planning; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

Summarizes the observations, ideas, and proposals of nearly 250 representatives of community organizations, businesses, trade associates, non-profit agencies, government and educational institutions, including current students and alumni, about what City College of San Francisco (California) might do to prepare for and face a number of important challenges in the next decade. Presenters at the college's eight listening sessions focused on seven major themes: expanding marketing and college outreach activities; promoting access to the college and college programs; expanding flexible delivery of services; continuing and/or expanding current programs; expanding workforce and economic development initiatives; supporting out-of-classroom learning activities; and expanding partnerships and collaborations. Gives an overview of the listening sessions and outlines questions that speakers were asked to address: student success, access, programs, technology, facilities, funding, and other challenges. Recounts the seven major areas of concern among the invited presenters. Presents a list of major findings from the listening sessions organized by the seven themes and a summary of the major proposals in each area. The appendices include a list of the listening session presenters and a list of the college's faculty, staff, administrators, and trustees who helped to make the listening sessions possible. (VWC)

ED 445 744 JC 000 681

Wolfe, Nancy
The Impact of Matriculation on Students at City College of San Francisco.
PUB DATE- 98
NOTE- 16p.; A joint research project with the City College of San Francisco, Office of Matriculation and Assessment.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Admissions Counseling; College Admission; Community Colleges; *School Holding Power; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

Appiah, John; Cernigliaro, James; Davis, Jeffrey; Gordon, Millicent; Richards, Yves; Santamaria, Fernando; Siegel, Annette; Lytle, Mamy; Wharton, Patrick
Assessment of the Accounting and Joint Accounting/Computer Information Systems Programs.
PUB DATE- 00
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Business Education; Community Colleges; Curriculum Development; *Educational Assessment; Educational Finance; *Outcomes of Education; Two Year Colleges
IDENTIFIERS- *City University of New York La Guardia Comm Coll

This document presents City University of New York LaGuardia Community College's Department of Accounting and Managerial Studies assessment of its accounting and joint accounting/computer information systems programs report, and includes the following items: (1) description of the mission and goals of the Department of Accounting and Managerial Studies; (2) descriptive analysis of the curriculum and delivery of instruction; (3) assessment of the curriculum and delivery of instruction, which is further subdivided into the following categories: national standards, program objectives, course evaluation, and joint accounting/computer information systems option; (4) computer laboratory services report; (5) interviews of employers; (6) surveys of students enrolled in accounting courses; (7) articulation report involving a review of the course in the accounting curriculum and their transferability; (8) grade distribution report for accounting courses; (9) special focus area that looks at department sponsored student activities, including a variety of accounting clubs; (10) summary of the department's human resources, facilities and equipment, fiscal resources, and college-wide services; (11) summary of recommendations and future goals; and (12) appendix of survey instruments (intermediate accounting survey, accounting graduate applicants survey, and content area survey) used in the study and verbatim responses to question on improvement of facilities. (VWC)

ED 445 765 JC 000 715

Piotrowski, Craig
Financial Activity & Condition Taxpayer Summary, 1999.
PUB DATE- 99
NOTE- 29p.; "For the fiscal year ended June 30, 1999."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Finance; Resource Allocation; *School District Spending; Technical Institutes
IDENTIFIERS- *Waukesha County Technical College WI

Provides a concise report on the financial position and operations of Waukesha County Technical College (WCTC) in Wisconsin for the fiscal year ended June 30, 1999. Contains the following items: the 1999 Financial Activity and Condition Taxpayer Summary report; a message from WCTC Board Members; a list of the WCTC Board Members; the President's outlook message, a summary of service efforts and accomplishments; a brief history, profile and map of WCTC's District; the college's operational and financial reviews; a brief report on the college's financial condition, including a condensed

SERVE products. (KB)

ED 445 784 PS 028 820

Continuity in Early Childhood: A Framework for Home, School, and Community Linkages. Revised Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Administration for Children, Youth, and Families (DHHS), Washington, DC.
PUB DATE- 99
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Culturally Relevant Education; Day Care; *Developmental Continuity; *Early Childhood Education; Educational Practices; *Family School Relationship; Knowledge Level; Leaders; Models; Parent School Relationship; Parent Teacher Cooperation; *Partnerships in Education; Professional Development; Program Evaluation; *School Community Relationship; Self Evaluation (Groups); Transitional Programs; *Young Children
IDENTIFIERS- *Family Community Relationship; Indicators

This guide details a framework for supporting the efforts of home, school, and community partners to improve continuity and transition in early childhood. Following an introduction describing continuity in early childhood, the importance of a smooth transition, and the eight elements of early childhood continuity, the guide is presented in eight parts, each part corresponding to an important element of continuity: (1) families as partners; (2) shared leadership; (3) comprehensive and responsive services; (4) culture and home language; (5) communication; (6) knowledge and skill development; (7) appropriate care and education; and (8) evaluation of partnership success. Each element is introduced with a rationale describing key concepts from research supporting the element. Indicators are listed for each element, and accompanying worksheet-type pages allow home, school, and community partnerships to consider the meaning and application of each indicator in their work and identify practices in need of change as well as effective practices. A list of resources is included in each of the eight sections, providing further information about the element. The guide concludes with a glossary and guidelines for using this framework to further community efforts. (KB)

ED 445 785 PS 028 821

Cassatt, Susan
Kids Count in Nebraska: 1998 Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 41p.; For 1997 report, see ED 416 977.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Abuse; *Child Health; Child Neglect; Child Support; Child Welfare; *Children; *Counties; Demography; Divorce; Dropout Rate; Drug Use; Early Parenthood; Elementary Secondary Education; Family (Sociological Unit); Family

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Allergy; Breastfeeding; *Child Health; *Child Rearing; Child Safety; *Children; Eating Disorders; *Eating Habits; Family Influence; Health Promotion; Infant Care; *Nutrition; Obesity; Parent Child Relationship; Peer Influence; Risk Management; Social Influences; Teacher Influence
IDENTIFIERS- Bottle Feeding; Food Additives; Food Guide Pyramid; Food Preferences; Food Refusal; Food Supplements

Noting that the real challenge for parents is not being aware of what to feed their children, but rather getting children to actually eat those foods, this guide provides advice for parents of infants through adolescents regarding children's dietary needs while recognizing the role of children's emotions, tastes, and preferences. Following the introduction discussing nurturance and the importance of considering a long-range approach to children's nutrition, the book's chapters are: (1) "What's Best for My Newborn?" focusing on breast and bottle feeding; (2) "Expanding Your Baby's Diet"; (3) "The Toddler Years," including growth patterns, food safety, and reducing fat calories; (4) "Nutrition during the School Years," including the importance of developing educated consumers; (5) "The Adolescent Years"; (6) "Nutrition Basics," presenting the food pyramid guidelines; (7) "Spitting Up, Gagging, Vomiting, Diarrhea, and Constipation"; (8) "Is My Child Too Fat?"; (9) "Is My Child Too Thin? Too Small? Too Tall?" providing information to differentiate normal individual differences from development problems; (10) "Eating Disorders"; (11) "What Do I Do about Outside Influences?"; (12) "Can I Cut My Child's Risk of...?" concerning heart disease, diabetes, and cancer; (13) "Food Safety and Additives"; (14) "Alternative Diets and Supplements," such as vegetarianism and crash weight-loss diets; and (15) "Is My Child Allergic?" Throughout the book are sidebars offering low-fat snacks and menus, help for allergy sufferers, and suggestions for making mealtimes easier and healthier. Each chapter concludes with answers to commonly asked parents' questions. The book's six appendices include a checklist for caregivers, food-medication interactions, charts for growth and body mass index, food substitutions, and a list of organizations providing health and nutrition resources. (KB)

ED 445 883 PS 028 894

Cordes, Colleen, Ed.; Miller, Edward, Ed.
Fool's Gold: A Critical Look at Computers in Childhood.
PUB DATE- 00
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- At Risk Persons; Brain; Child Health; *Childhood Needs; *Children; Cognitive Development; *Computer Uses in Education; *Computers; Creativity; Early Childhood Education; *Early Experience; *Educational Technology; Elementary Education; Emotional Development; Moral Development; Play; Social Development
IDENTIFIERS- Brain Development

Noting that computers are reshaping children's lives in profound and unexpected ways, this report examines potential harms and

(141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Annual Reports; Early Childhood Education; *Early Intervention; Emergent Literacy; Family Programs; Foreign Countries; Home Programs; Language Acquisition; *Parent Education; *Parents as Teachers; *Young Children

The goal of England's Peers Early Education Partnership (PEEP) is to support early communication and literacy skills and to support parents as their children's first educators through both home- and group-based programs. The program is currently offered to all children under 5 years of age and their families in a disadvantaged area of Oxford. This annual report details the partnership's major accomplishments for April 1999 through March 2000, a period spanning PEEP's fourth and fifth years. The major accomplishments of PEEP are described as: (1) the day-to-day development and running of the project; (2) PEEP's contribution to the formation of Rose Hill-Littlemore Sure Start; (3) an agreement to fund the PEEP research studies; (4) securing a 2-year grant to fund a National Development Officer for PEEP; and (5) planning for Phase 2 of the project. Also presented in the report are difficulties encountered, adjustments made to the project, and policy issues involved. The impact of the program made by its contributions to national and government conferences and through various visitors to the program is presented. The report also contains the partnership's financial statement, and outlines plans for Phase 2 of the project (2000-2005). The report concludes that the vision for PEEP as a "generation" project to continue over a further 25 years may be an important objective to pursue. Three appendices include information on the program's trustees and management team, provide additional information about PEEP, and list PEEP's publications and contacts. (KB)

ED 445 821   PS 028 924

Friendly, Martha
Child Care and Canadian Federalism in the 1990s: Canary in a Coal Mine. Occasional Paper No. 11.
PUB DATE- 00
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Day Care; Early Childhood Education; Federal Government; Federal State Relationship; *Federalism; Foreign Countries; *Government Role; Government School Relationship; *Public Policy; Resistance to Change
IDENTIFIERS- *Canada; Responsiveness (Government); 1990s

There is broad recognition in Canada that offering both early childhood education to strengthen healthy development for all children and child care to support mothers' workforce participation is in the public interest. Noting that Canada does not currently provide adequate early childhood care and education, this paper examines federal/provincial jurisdictional obstacles to a national child care strategy, especially those that arose in the 1990s. The paper first examines how a national child care program has been envisioned over the years, and clarifies the proposed roles and responsibilities of the various levels of government. This part examines three failed attempts to secure a national child care strategy in the context of the shifting federalism between 1984 and 1995. The paper also analyzes child care within the concept of the social union that began to be debated as the federal role in social programs waned in the 1990s. Finally, the Social

Rural Telecommunications: Why Your Community Isn't Connected and
What You Can Do about It. Staff Paper.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- Computer Literacy; Free Enterprise System; Internet;
Networks; *Public Policy; *Rural Areas; Rural Development;
*Telecommunications
IDENTIFIERS- *Access to Services; Access to Technology;
Technology Utilization; *Telecommunications Infrastructure

Telecommunications technologies have great potential for linking rural homes, schools, businesses, and government. Experts agree that rural development depends on investment in additional telecommunications infrastructure and on local access to the Internet, but getting advanced telecommunications services to rural areas will take time. This report examines the obstacles to rural telecommunications access and ways to address them. Market obstacles include low rural demand for new telecommunications services, fewer large telecommunications users, fewer providers willing to serve rural markets, existing investments in rural infrastructure, and higher costs and technical complexity in rural areas. Regulatory obstacles include assumptions about the benefits of free market competition, lack of agreement about what constitutes "universal service," failure of regulations to differentiate between rural and urban conditions or between deployment and diffusion, and failure to tie telecommunications policy to economic development goals. Physical and technical obstacles include effects of distance and terrain on costs and service deterioration and the slow upgrading to digital switches in rural areas. End-user obstacles include the slower adoption of new technologies due to lower education and income among rural people. Local governments may try to counter these obstacles by using regulatory procedures or government purchasing power or by developing publicly owned infrastructure. Other community strategies for improving rural access include using rural area networks, interconnecting to urban networks, using wireless technologies, or working with alternative providers. (Contains references.) (SV)

ED 445 840 RC 022 515

Servela, Paul D.; Monge, Eduardo A.
Health Behaviors of Elementary School Children in Rural Southern
Illinois.
PUB DATE- 99
NOTE- 9p.; Supported by Southern Illinois Healthcare.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports -
Research/Technical (143)
DESCRIPTORS- Bicycling; *Child Behavior; Children; Drinking;
Eating Habits; Elementary Education; *Elementary School
Students; Exercise; *Health Behavior; Hygiene; Restraints
(Vehicle Safety); *Rural Youth; Sex Differences; Surveys;
Tobacco; Violence
IDENTIFIERS- *Illinois (South)

A study of patterns of health behavior among rural and small-town children surveyed 1,950 K-6 students from seven southern Illinois elementary schools. Findings indicate that less than additional taxes. The total borrowing power of districts ranged from $531,000 to $363 million. When facilities funding is based on local property wealth and local ability to pay, great inequities occur. In 1994, 15 states provided no state school facilities funding, and 8 of those states measured local fiscal capacity by assessed property valuations. Either state or federal aid would help remedy inequities in facilities funding. Six data tables provide details on the states' facilities funding and classification of local fiscal capacity and on Arkansas districts' borrowing power by size, rurality, and poverty rate. (SV)

ED 445 858 RC 022 643

Dickerson, Burton Edward
Preserving Heritage While Restoring and Improving Facilities: A Rural Community's Experience.
PUB DATE- 00
NOTE- 16p.; Chapter 3 in: Improving Rural School Facilities: Design, Construction, Finance, and Public Support; see RC 022 640.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bond Issues; *Community Involvement; Community Support; *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; *Rural Schools; School Buildings; School Community Relationship; School Support; Volunteers
IDENTIFIERS- *Historical Preservation; Washington

In Waitsburg, Washington, the community was actively involved in a rural school facilities improvement project. The district serves approximately 410 students in three buildings on a single campus. Spurred by growing enrollment and aging facilities, the project included the complete renovation and restoration of a historic school building to serve as a junior high school, as well as remodeling and new construction for the elementary school building. A new superintendent, hired after efforts to build a new elementary school failed, established a facilities steering committee of key community members, launched a monthly district newsletter, held a series of community meetings to gather feedback, and conducted surveys to determine priorities of need for facilities improvement and to offer the community a range of project options. After the scope of the project was established, a bond issue was narrowly passed and state matching funds were obtained. Separate committees worked on the design of each building, with the local historical society involved in decisions about the historic junior high building. To offset the limited funding available, crews of community volunteers did the initial interior demolition work, moved furniture to temporary classrooms in churches and community buildings and then back to the schools when the renovation was complete, and did landscaping. (Contains 26 references and a brief literature review on rural school-community involvement.) (SV)

ED 445 859 RC 022 644

Jensen, Dennis
Creating Technology Infrastructures in a Rural School District: A Partnership Approach.
PUB DATE- 00

of students. Service learning projects are enormously varied and may address community needs related to health, poverty, social issues, or the environment. Although most projects are implemented in the middle or high school grades, elementary school students can benefit as well. For service learning to be effective, it must be integrated into the school's ongoing curriculum, and the teacher must identify the academic objectives to be addressed through the activity. The teacher's role must change to being an organizer or facilitator, and school schedules and rules must become more flexible to accommodate service learning activities. All school and community participants should agree beforehand on an activity's basic purpose. Service learning benefits students by providing authentic learning relevant to daily life and work, promoting social values and good citizenship, teaching work skills, and improving critical thinking and self-esteem. Various examples of rural service learning projects are described, and five information resources are profiled. (SV)

ED 445 877 RC 022 663

Ayers, William, Ed.; Klonsky, Michael, Ed.; Lyon, Gabrielle H., Ed.
A Simple Justice: The Challenge of Small Schools. The Teaching for Social Justice Series.
PUB DATE- 00
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Disadvantaged; Educational Change; *Educational Environment; Educational Philosophy; *Educational Practices; Elementary Secondary Education; *Equal Education; Politics of Education; *School Restructuring; *Small Schools; Social Class; Teacher Student Relationship
IDENTIFIERS- *Social Justice

Written by major players in the small schools movement, this collection of essays points to the ways that school restructuring strategies connect to the ongoing pursuit of social justice. Activists, scholars, practitioners, and theorists review how and why small schools work for students, provide thick descriptions of the small schools strategy in action, and draw together theory and practice to indicate what must be done to realize educational equity and social justice. Chapters are: (1) "Simple Justice: Thinking about Teaching and Learning, Equity, and the Fight for Small Schools" (William Ayers); Response: "Our Country Is Rich, Our People Are Poor: Education, Justice, and the Politics of Structural Adjustment" (William H. Watkins); Response: "A Gesture toward Justice: Small Schools and the Promise of Equal Education" (Sonia Nieto); (2) "Remembering Port Huron" (Michael Klonsky); (3) "The Crisis of Relationships" (Deborah Meier); (4) "Who Leads Small Schools?: Teacher Leadership in the Midst of Democratic Governance" (G. Alfred Hess, Jr.); (5) "John Dewey as a Philosophical Basis for Small Schools" (William H. Schubert); (6) "Education for Activism: Mississippi's Freedom Schools in the 1960s" (Charles M. Payne); (7) "Where Race and Class Are Not an Excuse: Reflections on Education in Barbados and the American Education Dilemma" (Pedro Noguera); (8) "Art, with Algebra, Guards the Gate" (Susan Klonsky); (9) "Social Justice and Small Schools: Why We Bother, Why It Matters" (Rick Ayers); (10) "Practicing Social Justice in the High School Classroom" (Deborah Stern); (11) "When James Is Enough: Creating a School for a Community (A Conversation with Tamara Witzl)" (Gabrielle

IDENTIFIERS- *Single Sex Classes

This paper discusses the success of single sex science and mathematics education classrooms. Most studies on single sex learning environments come from countries such as Australia, Jamaica, Nigeria, Great Britain, New Zealand, and Thailand, and there is little research on American public schools. This study investigates single sex mathematics and science education among male and female middle school students. Collected data was grouped into three categories: (1) achievement, opportunity to learn, curriculum, cognitive demands, pedagogy, and technology; (2) attitude, empowerment, self-concept, and peer interactions; and (3) discipline and teacher-student interactions. Results indicate that single sex classrooms primarily affect the achievement of girls much more than boys but in general, neither can be considered winners. (Contains 15 references.) (YDS)

ED 445 901 SE 063 906

Clement, John; Khan, Samia
Strategies Reducing Science Anxiety in Female University Chemistry Students.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Anxiety; *Chemistry; Females; Higher Education; Science Instruction; Science Interests; *Student Attitudes; *Teaching Methods; Womens Education
IDENTIFIERS- *Science Anxiety

This case study describes the effects of two innovations implemented in a college level Organic Chemistry II class for women. The teaching innovations were a student contract and affective strategies. The student contract was designed to ensure that students attended class and help sessions by guaranteeing a C to those that fulfilled the contract's guidelines. One of those guidelines was if students received a grade lower than a C on the first exam, they were required to get additional tutoring. Early in the course, feedback sheets indicated that many of the students in the course were anxious about chemistry as a subject and especially about the labs. Subsequently, several affective strategies were put in place to lower anxiety, improve confidence, and change attitudes towards chemistry. Data was collected about these two teaching innovations, the contract and affective strategies. Data was collected using surveys, evaluation forms, direct observations, faculty interviews, focus groups, and written feedback from students. One highlight is that the survey and interview data showed that the majority of students believed that the contract increased their chances of success in the course. The affective strategies including soliciting student feedback on their anxieties, implementing student suggestions for dealing with anxiety, and the instructor's confidence building strategies for her students. For example, the instructor asked students to say "I was successful" when completing their work in the lab, even though many of them resisted saying it. Based on the focus group interviews and post course survey data, saying "I'm successful" had a positive impact on most students' attitudes toward organic chemistry. Students felt more confident in

Manipulative Materials; *Mathematics Achievement; *Mathematics
  Instruction; Number Concepts; *Problem Solving; Small Group
  Instruction; Teaching Methods

This booklet summarizes the mathematics chapter from "Handbook of Research on Improving Student Achievement", published by the Educational Research Service (ERS). The Handbook is based on the idea that, in order to succeed, efforts to improve instruction must focus on the existing knowledge base with respect to effective teaching and learning. The Handbook was specifically designed to help school administrators and teachers carry out their evolving instructional leadership roles by giving them a ready source of authoritative yet practitioner-based information about research on effective teaching and learning. The practices identified in this booklet reflect a mixture of emerging strategies and practices in long-term use. The research supporting each practice is briefly summarized, how this research might be applied in actual classroom practice is described, and the most important studies that support the practice are listed. A complete list of references is provided at the end of the booklet for readers who want to study and understand the practices more fully. The research findings presented in this booklet provide a starting point for developing comprehensive school plans to improve mathematics instruction. (Contains 98 references.) (ASK)

ED 445 926   SE 064 146

Lukens, Jeffrey D.; Feinstein, Sheryl
Raise Test Scores: Integrate Biology and Calculus.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Advanced Placement Programs;
  *Biology; *Calculus; High Schools; *Integrated Curriculum;
  Mathematics Education; Professional Development; Science
  Education

This paper presents the results of research that compared the academic achievement of high school students enrolled in an integrated Advanced Placement Biology/Advanced Placement Calculus course with students enrolled in traditional Advanced Placement Biology and Advanced Placement Calculus courses. Study subjects included high school students (n=1780) from a Midwestern suburban high school. (YDS)

ED 445 927   SE 064 149

Goodell, Joanne E.; Parker, Lesley H.; Kahle, Jane Butler
Facilitators and Barriers to Achieving Equity and Reform in
  Middle-School Mathematics.
PUB DATE- 00
NOTE- 37p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (New Orleans, LA, April 24-28,
  2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Influences; *Educational Change; *Equal
  Education; *Mathematics Instruction; Mathematics Teachers;
  Middle Schools; Political Influences
IDENTIFIERS- *Ohio

The purpose of the study described in this paper was to determine an interdisciplinary approach to learning. The decisions that the student makes in society later in life will be complex and require different approaches. A good student should accept responsibility to participate fully in the school community and take part in activities that promote the welfare of others. A good student in a social studies classroom should be open-minded, inquisitive, creative, and respectful. The student should be able to challenge practices that contradict the principles of democracy. In the school community, the student should be able to develop interests in extracurricular activities that will foster the sense of cooperation. The student will then be developed mentally, physically, and socially, which is the ultimate goal of education. (Contains 3 references.) (BT)

ED 445 949 SO 031 002

Kohl, MaryAnn F.; Potter, Jean
Global Art: Activities, Projects, and Inventions from Around the World.
PUB DATE- 98
NOTE- 381p.; Illustration by Rebecca Van Slyke.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Education; *Art Expression; Art Materials; *Childrens Art; *Cultural Context; Elementary Education; Foreign Countries; *Global Approach; Global Education; Social Studies; Student Projects

This activity book contains over 130 art ideas from around the world, combining the fun and creativity of art with the mysteries of history, the lure of geography, and the diversity of the cultures of the world. These projects allow children to explore the world through art with a process, not a product, approach to artistic outcome; the process of exploring and creating is most important for the young artist. Icons appear in the upper corner of each page to assist the young artist and the supervising adult in project selection. The icons suggest experience level, art techniques, and planning and preparation. The projects, inventions, and activities in the book have been organized by country or cultural group of origin. Chapters in the book are: (1) "Africa"; (2) "Antarctica"; (3) "Asia"; (4) "Europe"; (5) "North America"; (6) "Oceania (Australia and the South Pacific)"; and (7) "South America." (BT)

ED 445 950 SO 031 087

Archer, Emma R. M.; Turner, Billie L., II
Introduction to the Human Dimensions of Global Change. Hands-On! Developing Active Learning Modules on the Human Dimensions of Global Change.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 139p.; Some type may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Demography; Ecology; *Environment; *Geography; *Geography Instruction; Global Approach; Higher Education; Human Geography; *Human Relations; Thinking Skills
IDENTIFIERS- Environmental Attitudes; *Global Change

This learning module aims to engage students in problem solving,

ED 445 972 SO 031 611

Barnes, Jonathan
Design & Technology and the Historic Environment: A Teacher's Guide. Education on Site.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Built Environment; *Design; Foreign Countries; Heritage Education; *Historic Sites; Intermediate Grades; Primary Sources; Secondary Education; Social Studies; *Technology
IDENTIFIERS- England

Design and technology are subjects that are about the real world, involving the application of scientific and related knowledge to a problem. The built environment is an excellent context for work in this area, as every building involves both design ideas and technological skills. This guide suggests practical activities and ideas for using the historic environment in a stimulating way for teaching the skills and concepts of design and technology. It explores the ways in which any historic environment, from a school or housing development to a castle or cathedral, can be used to stimulate exciting design and technology assignments, or to build up a fund of knowledge to be applied to otherwise unrelated projects. It encourages teachers to get out of the classroom so that design and technology work can be placed in a real context and explains how teachers can use the historic sites in the care of English Heritage for more than just the predictable history field trip. The guide is divided into the following sections: "About This Book"; "Why Use the Historic Environment?"; "Choosing an Assignment"; "Designing Skills"; "Making Skills"; "Evaluating"; and "Design and Technology across the Curriculum." Contains an illustrated glossary and a bibliography and resources list. (BT)

ED 445 973 SO 031 612

Lockey, Malcolm; Walmsley, David
Art and the Historic Environment: A Teacher's Guide. Education on Site.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Art Education; *Childrens Art; Foreign Countries; Heritage Education; *Historic Sites; *Historical Interpretation; Interdisciplinary Approach; Intermediate Grades; Primary Sources; Secondary Education; Social Studies
IDENTIFIERS- *Site Visits

This teacher's guide gives practical and realistic ideas for teaching and learning about art. Creating artwork need not be seen as an activity in isolation but can be used to reinforce historical understanding or to support cross-curricular work. The aim of the guide is to help teachers recognize the potential of the historic environment to: extend students' powers of perception and expression by exposing them to new environments; introduce them to different cultures and world on regional and international nongovermental organizations (NGOs) working in this area, and suggestions for further reading are provided. The digest is divided into the following sections: "Overview'; "Scope of the Problem"; "Magnitude of the Problem"; "Causes of Domestic Violence"; "Consequences"; "Calculating the Socio-Economic Costs of Violence"; "Strategies and Interventions"; "An Integrated Approach"; "Links"; and "References" (71). Includes 25 selected key readings and the article "Combating Domestic Violence: Obligations of the State" (Radhika Coomaraswamy). (BT)

ED 445 995 SO 032 136

Berman, Sheldon; Bailey, Sheila; Collins, Randall; Kinsley, Dale; Holman, Elizabeth
Service-Learning: An Administrator's Tool for Improving Schools and Connecting with the Community. Issue Paper.
SPONS. AGENCY- Josephine Bay Paul and C. Michael Paul Foundation, New York, NY.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Citizenship Education; *Educational Change; Elementary Secondary Education; *School Community Relationship; School Culture; *Service Learning; Social Studies; *Student Development; *Student Participation

Service-learning gives school administrators a powerful tool to achieve some of their most important goals: educating students to high levels, connecting with the community, and preparing students to be active participants in the world around them. This issue paper examines why administrators support service-learning as a key element in school improvement, what questions they may need to address, and how administrators can support and strengthen service-learning in their schools. Includes definitions, research results, anecdotes, and strategies. Contains 12 references and 15 resources. (BT)

ED 445 996 SO 032 137

Clark, Gilbert, Ed.
Contemporary Technology.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Art Expression; Art Teachers; *Childrens Art; *Computers; Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; Travel
IDENTIFIERS- Art Students; *Technology Integration; Web Sites

This theme issue of "InSEA News" focuses on contemporary technology and art education. The articles are: "International Travel and Contemporary Technology" (Gilbert Clark); "Recollections and Visions for Electronic Computing in Art Education" (Guy Hubbard); "Using Technologies in Art Education: A Review of Current Issues" (Li-Fen Lu); "Reflections on a Chinese Past" (Doug Boughton); "Teacher Seeks Students'

NOTE- 275p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; *Curriculum Enrichment; Elementary Education; Evaluation; Information Sources; Integrated Activities; *Internet; Performance Based Assessment; *Social Studies

Through the Internet, students can access information that is generally not available from print sources. Filled with hundreds of Internet learning adventures, this guide can help teachers and students go online to efficiently find the latest and most valuable information about social studies subjects for diverse projects and activities. Part 1: "Social Studies and the Internet," consists of the following chapters: (1) "Introduction"; (2) "The Internet and Instruction"; and (3) "How to Use This Book." Part 2: "Internet Social Studies Units," contains the chapters: (4) "My World"; (5) "Families and Friends"; (6) "Neighborhoods and Communities"; (7) "Communities Here and There"; (8) "Regions Near and Far"; (9) "History of Our Country"; and (10) "Our World: Yesterday and Today." The topical lessons in each chapter contain an introduction, research questions, web sites, literature resources, and activities and projects. The lessons incorporate six key methods: hands-on approach; process orientation; integration; cooperative learning; critical thinking; and authentic assessment. (BT)

ED 446 017   SO 032 198

Thompson, Nainoa
Voyaging for Sustainability: Keynote Address at the Annual Pacific Educational Conference (15th, Kauai, Hawaii, August 1998). Videotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Experiential Learning; *Geographic Regions; Higher Education; Indigenous Populations; *Navigation; *Sailing; *Seafarers; Simulation; Travel
IDENTIFIERS- Canoeing; *Explorers; Hawaii; Melanesia; Micronesia; *Pacific Region; Polynesia; Waves (Water)

This video contains the detailed description of the 1975 attempt to re-create the adventures of the first Polynesian explorers in the Pacific, a project in which Nainoa Thompson participated. Mr. Thompson, an educator who presents programs in "wavefinding," begins his address with an overview of Polynesian and Pacific geography, origins, and traditions. The bulk of the address consists of a slide presentation with commentary and stories illustrating the construction of the canoe, the adventurers as they sailed the Pacific Ocean, and their struggles to stay afloat over 90,000 miles of ocean. (BT)

ED 446 018   SO 032 199

Phillips, Lori

of uninterrupted time; lack of unpressured time; lack of renewal time; and habitual time. (Contains 35 references.) (SM)

ED 446 039 SP 039 469

Sheets, Rosa Hernandez; Chew, Laureen
Preparing Chinese American Teachers: Implications for Multicultural Education.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese Americans; Cultural Awareness; *Diversity (Student); Elementary Secondary Education; Higher Education; *Multicultural Education; Preservice Teacher Education; Student Teacher Attitudes
IDENTIFIERS- San Francisco Unified School District CA

This study explored 48 Chinese-American teachers' and preservice teachers' perceptions of the multicultural course requirement in their teacher preparation program. Respondents had participated in one of four multicultural seminars between fall 1998 and fall 1999. They were asked to identify issues and suggest ways to improve this course. Data sources included questionnaires, focus group discussions, university documents, and observations. Results indicated that participants understood and embraced the tenets of multicultural education. Many expressed explicit admiration, appreciation, and respect for multicultural scholars. They could define and suggest ways to implement multicultural theory in their classrooms. This knowledge base and commitment was evident in the classroom presentations, lesson plans, and discussions integrating multicultural theory with curricular content. While participants could align their educational philosophy with multicultural theory, they were aware of the complexity of implementing multicultural theory in classrooms. While hopeful, they were realistic and frustrated with the current K-12 educational system. They not only questioned their personal K-12 experiences, but they were able to understand how the implementation of multicultural pedagogical knowledge could change schooling. They identified resistance as the major barrier to implementation of multicultural education by white teachers. (Contains 45 references.) (SM)

ED 446 040 SP 039 470

Sheets, Rosa Hernandez
Trends in the Scholarship on Teachers of Color for Diverse Populations: Implications for Multicultural Education.
PUB DATE- 00
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alternative Teacher Certification; *Diversity (Faculty); *Diversity (Student); Elementary Secondary Education; Higher Education; *Minority Group Teachers; *Multicultural Education; Preservice Teacher Education; Role

Rekindling the Flame: Principals Combating Teacher Burnout.
PUB DATE- 00
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Beginning Teacher Induction; Elementary Secondary Education; Faculty Development; Mentors; Principals; *Stress Management; Supervision; *Teacher Burnout; Teacher Characteristics; Teacher Improvement; *Teacher Motivation; Teachers; Teaching Conditions

This book offers a research-based, practical approach to recognizing, managing, and preventing teacher burnout. It provides a description of the origins and symptoms of burnout and a personality profile of teachers who are most susceptible to burnout. Organizational issues and administrative roles that contribute to burnout are identified, along with suggestions for improvement. There are eight chapters in two parts. Part 1, "The Burnout Syndrome," includes (1) "When the Flame Flickers: Recognizing Burnout," (2) "Flame Extinguishers: Sources of Burnout," and (3) "Smoldering Embers: The Cost of Burnout." Part 2, "Recovery and Prevention," includes (4) "Igniting the Flames: Revitalization Strategies," (5) "Guardian of the Flame: The Principal's Role," (6) "Tending the Flames: Supervision," (7) "Fuel for the Flame: Staff Development as Prevention," and (8) "Stoking the Fire: Improving the Workplace." (Contains 99 references.) (SM)

ED 446 060   SP 039 492

Collins, David
Achieving Your Vision of Professional Development: How To Assess Your Needs and Get What You Want. Hot Topics.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 201p.; Chapter on the 1998 National Awards Program and Winners by Christy Casbon.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Collegiality; *Educational Change; Educational Improvement; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; Planning; Program Effectiveness; *Program Evaluation; Self Evaluation (Individuals); Teacher Collaboration; Teacher Evaluation; *Teacher Improvement; Teachers

This publication assembles the most current research on professional development and change for teachers looking to accelerate their professional growth and the improvement of student learning. Designed as a how-to resource, it reviews the stages of building an effective professional development system. The seven chapters are: (1) "Developing a Vision of Effective Professional Development"; (2) "Creating a Context for Change"; (3) "Planning for Professional Development"; (4) "Investing in Professional Development"; (5) "Providing Continual Assistance"; (6) "Assessing and Monitoring Progress"; and (7) "The 1998 National Awards Program and Winners" (Christy discrimination. Applicants who qualify to satisfy the requirements of ORS 342.123 through signing an affidavit are instructed to carefully read the information contained in the booklet and answer study questions. The booklet focuses on eight areas: (1) "Why Do You Need to Know the Law?"; (2) "What Laws Affect Schools in Oregon?"; (3) "Categories of Persons Protected by Discrimination Laws"; (4) "Areas of Potential Discrimination in the Education Setting"; (5) "What Recourse Do People Have if They Feel the Law Has Been Violated?"; (6) "Specific Procedures School Districts are Required to Follow"; (7) "Self-Study Questions"; and (8) "Discussion Guide for Self-Study Questions." An appendix describes Oregon statutes, Oregon administrative rules, federal statutes, federal regulations, court cases, and supp federal supplemental reporter. (SM)

ED 446 080   SP 039 520

Clements, Stephen
Kentucky's Teachers: Charting a Course for KERA's Second Decade.
PUB DATE- 99
NOTE- 104p.; A 6-page summary entitled "Research Brief" is included.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Alternative Teacher Certification; Educational Change; *Educational Policy; *Educational Quality; Educational Research; Elementary Secondary Education; Faculty Development; Higher Education; Inservice Teacher Education; Labor Turnover; Preservice Teacher Education; Student Evaluation; Student Teachers; *Teacher Competencies; Teacher Improvement; Teacher Salaries; Teacher Supply and Demand; Teaching Experience; *Teaching Skills
IDENTIFIERS- *Kentucky; Kentucky Education Reform Act 1990

The Kentucky Long-Term Policy Research Center is engaged in a continuing effort to understand implications of an array of trends and policies affecting the state. This report examines the status of Kentucky's teacher workforce and offers recommendations on ways to enhance it. The five chapters are: (1) "Introduction"; (2) "Teacher Quality in Context" (e.g., national and state attention on teacher workforce issues); (3) "Indicators of Teacher Quality" (e.g., teacher experience and education levels and students completing teacher training programs); (4) "Teacher Quality and Future Issues" (e.g., teacher turnover, teacher supply and demand, and teacher salaries); and (5) "Conclusions and Policy Options" (e.g., the comprehensive education data system and creating a supportive system for teacher workforce improvements). There are four appendixes: student achievement in Kentucky; Kentucky's teacher training system; professional development issues; and reviewer's comments. (SM)

ED 446 081   SP 039 521

Moran, Carrol; Stobbe, Judy; Baron, Wendy; Miller, Janette; Moir, Ellen
Keys to the Classroom: A Teacher's Guide to the First Month of School. Second Edition.
PUB DATE- 00
NOTE- 247p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

ED 446 100 TM 031 843

Arter, Judith
Rubrics, Scoring Guides, and Performance Criteria: Classroom Tools for Assessing and Improving Student Learning.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000). Based on the book "Scoring Rubrics in the Classroom: Using Performance Criteria for Assessing and Improving Student Performance" by Judith Arter and Jay McTighe, Corwin Press, in press.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Criteria; Elementary Secondary Education; Learning; *Performance Based Assessment; *Scoring Rubrics; *Student Evaluation

Rubrics, scoring guides, and performance criteria help define important outcomes for students. Well crafted rubrics help teachers define learning targets so that they can plan instruction more effectively, be more consistent in scoring student work, and be more systematic in reporting student progress. Rubrics can generally be divided into holistic or analytical trait rubrics, and task-specific or general rubrics. A third dimension that distinguishes rubrics is the number of score points. Rubrics must be of high quality in order to have positive effects in the classroom. A metarubric, a rubric for rubrics, has four traits: content, clarity, practicality, and technical soundness. Attachments discuss building a performance rubric and contain a discussion of the metarubric. A final attachment (figure 5) presents seven strategies for using criteria as a teaching tool. (SLD)

ED 446 101 TM 031 844

Allalouf, Avi
Retaining Translated Verbal Reasoning Items by Revising DIF Items.
PUB DATE- 00
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Entrance Examinations; Foreign Countries; Hebrew; *High School Students; High Schools; *Item Bias; *Researchers; Russian; Test Format; *Test Items; *Translation
IDENTIFIERS- Israel

When a test is translated from a source language to a target language, the result is generally not two psychometrically equivalent tests. If the sources of differential item functioning (DIF) across languages could be predicted, this could have important implications for test adaptations. This study examined item revision as a tool for improving test adaptations. A panel of eight translators and researchers revised the DIF items detected in a previous study of tests administered in Hebrew and Russian (A. Allalouf and others, 1999), based on the reasons for DIF the previous study had identified. The revised items were then administered in six test sessions, and the revised target language items were qualitative evaluations through site visits. The evaluation focused heavily on the impact of the SOI program on students. In year 2, as in year 1, no measurable or easily identifiable benefits for students were detected. However, SOI specialists and technicians and most school administrators remained enthusiastic about the program, and most students seemed to enjoy the SOI Learning Center activities. Two-thirds of teachers surveyed believe that the SOI curriculum is helpful for student learning. Overall, the absence of SOI program effects, given the newness of the program and the difficulties of starting any new program, is not surprising. Some recommendations are made for increased accountability and program improvement. Ten appendixes contain supplemental information about the SOI schools, some materials used in the evaluation, information about survey respondents and focus groups, and some data collection forms. (Contains 4 figures, 15 tables, 9 graphs, and 6 references.) (SLD)

ED 446 123 TM 031 884

McConney, Andrew; Ayres, Robert; Cuthbertson, Laurel; Todd-Goodson, Deanna
Third Party Evaluation of the Effectiveness of the Structure of Intellect Model Schools Pilot Program. Year 3 Evaluation Report.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Special Education Section.
PUB DATE- 00
NOTE- 211p.; For the year 2 evaluation, see TM 031 883. Colored graphs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Control Groups; *Curriculum; Educational Change; Elementary Education; *Elementary School Students; Pilot Projects; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *Oregon; *Structure of Intellect

This report presents findings of the third year evaluation of the Structure of Intellect (SOI) Model Schools Pilot Program in Oregon, a program based on the learning theories and Structure of Intellect model attributed to J. Guilford. The SOI program, developed by R. and M. Meeker, uses a combination of structured curriculum in the form of modules and an in-school SOI Learning Center to teach and develop important learning abilities for students. The SOI program focuses on 26 learning abilities claimed to be critical for effective learning. In 1999-2000, 17 elementary schools piloted the SOI program and 11 students served as case studies. As in the preceding 2 years, no systemic or practical differences were observed between the pilot schools and the 17 comparison schools included in the evaluation. No program effects have been observed in any of the key areas addressed by the evaluation. Careful synthesis of the data gathered for this evaluation does not support claims for school-wide improvements in academic achievement, reduction in referrals for special education services, reduction in referrals for inappropriate behavior, or improvements in school attendance rates. However, many program specialists and technicians believe that the program is effective in supporting student learning. It is possible that the individualized care students received through the SOI program has made considerable difference in their educational lives. The program has been extended for another year, and evaluation of the fourth year may detect some quantifiable differences in achievement for program participants. Nine appendixes contain supplemental their grade. The question is asked if some problems, such as poor daily performance, low achievement scores, and discipline problems, can be related to students' having a low level of core knowledge. (Contains 2 scatterplots, 2 charts, 2 graphs, and 17 references.) (Author/SLD)

ED 446 145 TM 031 907

Advanced Placement and International Baccalaureate Examination Results in Texas, 1996-97.
PUB DATE- 00
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advanced Placement; Advanced Placement Programs; College Entrance Examinations; *High School Students; High Schools; Participation; *Racial Differences; Scores; *Test Results
IDENTIFIERS- *International Baccalaureate; *Texas

The participation and performance of 11th and 12th grade Texas public school district students in the College Board's Advanced Placement (AP) and International Baccalaureate (IB) Organisation courses and examinations during the 1996-1997 school year were investigated. The number of students taking the AP and IB examinations was higher than in previous years, as was the number of schools with AP examinees. Participation rates for Hispanics and African Americans continued to climb, but still lagged behind those for Whites and Asian Americans. The rate for females continued rising faster than that for males. Performance, as measured by the number of AP examinations in the 3-5 score range and number of IB examinations in the 4-7 range was highest in 1997, improving steadily since 1995. Performance as measured by the percentage of AP examinations in the 3-5 score range declined from 60.6% in 1996 to 58.7% in 1997, a result partly due to the rapid increase in the number of AP examinees. Asian American, Native American, and White students continued to outscore African Americans and Hispanic Americans on AP and IB examinations. Comparisons of AP results to other states and the nation were also drawn for all Texas public and nonpublic school students. The dramatic increase in state funding for the Texas AP/IB Incentive Program in the 1000-1001 biennium, as well as finding available through federal and local incentive programs, should provide many necessary supports for substantially increasing the number of Texas high school students taking AP and IB courses and examinations. Appendixes contains summary tables, results by district, and results by district analysis categories. (Contains 24 tables, 3 figures, and 55 references.) (Author/SLD)

ED 446 146 TM 031 908

Advanced Placement and International Baccalaureate Examination Results in Texas, 1999 and 1998.
PUB DATE- 00
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advanced Placement; Advanced Placement Programs; College Entrance Examinations; *High School Students; High Schools; Participation; *Racial Differences; Scores; *Test Results

from school without proper due process protection. The report also considers the efficacy and impact of excluding large numbers of mainly minority and disabled children from schools. National data is reported where possible, with a more in-depth look at states like Maryland and Massachusetts and school district data indicative of national policy trends. Recommendations highlight the practices researchers say will work to reduce school violence. (Contains 3 figures and 111 endnotes.) (SLD)

ED 446 165 UD 033 789

Ziedenberg, Jason; Schiraldi, Vincent
Runaway Juvenile Crime? The Context of Juvenile Arrests in America. Research in Brief.
PUB DATE- 98
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delinquency; *Federal Legislation; *Juvenile Justice; Trend Analysis; *Violence

The Violent and Repeat Juvenile Offender Act of 1997 (S-10) was to be debated in the Senate in spring 1998. This bill would blur the distinction between juvenile and adult criminal systems, making it easier to imprison children as young as 14. Supporters of S-10 were citing statistics to indicate that juvenile crime was on the rise. In fact, the bill, if passed, would place teens arrested for robbery in the same conditions of confinement as runaways, closer to adult felons in county jails. This report analyzes data from the Federal Bureau of Investigation to show that most children being arrested are arrested for petty crimes, and that violent offenses among youth are not increasing. In fact, the Attorney General announced in October 1997 that juvenile crime was on the decline. According to the findings of the report, the approach pending before the Senate is too far removed from the current context of juvenile crime to meet the needs of U.S. children and the wide social need for public safety. (Contains 35 endnotes.) (SLD)

ED 446 166 UD 033 794

Johnson, Byron R.
A Better Kind of High: How Religious Commitment Reduces Drug Use among Poor Urban Teens. CRRUCS Report.
PUB DATE- 00
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Church Role; *Drug Use; Longitudinal Studies; Poverty; Religion; *Urban Youth
IDENTIFIERS- National Longitudinal Survey of Youth; *Religious Commitment

Using a review of the literature and national longitudinal data on 1,087 youth aged 11 to 17, this study investigated whether religious commitment reduces drug use among poor urban teenagers. Standard multivariate statistical analysis of data from the National Youth Survey (1997) showed that inner-city adolescents who were more religious were significantly less likely to take drugs than other young people living in the same neighborhoods. Highly religious youth living in urban

The barriers that poor fathers face in paying child support and how existing programs assist them were studied and contrasted to the barriers faced by poor custodial mothers using data from the National Survey of America's Families (NSAF). Efforts to serve these fathers through Temporary Assistance for Needy Families welfare-to-work grants, and demonstration grants are also discussed. According to the NSAF, 2.6 million nonresident fathers have family incomes below the poverty line, and most of them face multiple employment barriers, including a criminal record, lack of a high school education, relatively little recent work experience, and poor health. Although these employment barriers are similar to those faced by poor custodial mothers, poor nonresident fathers are significantly less likely than poor custodial mothers to participate in training, education, and job search activities as well as income security programs. Given that Congress expects poor nonresident fathers to contribute financial support to their children, it may want to consider making employment services and work-support programs more available to poor nonresident fathers. An appendix discussions developing weights for nonresident fathers. (Contains 2 tables, 6 figures, 15 endnotes, and 15 references.) (Author/SLD)

ED 446 186   UD 033 815

Nevarez, Nancy
An Oasis in This Desert: Parents Talk about the New York City Beacons.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; *Community Centers; Elementary Secondary Education; Focus Groups; *School Community Relationship; *Urban Youth; *Youth Programs
IDENTIFIERS- *New York (New York)

This report presents the findings of focus groups convened to determine what the parents of youth participants in the New York City Beacons think about the program. The Beacons initiative is a comprehensive model of school-community-family partnerships undertaken by New York City in 1991. The initiative originally enabled 10 community-based nonprofit agencies to create school-based community centers as safe havens, providing structured and supervised activities for children, youth, and families. By winter 2000, there were 81 Beacons. In 1997, evaluation staff conducted focus groups at 36 Beacons sites for a total of 227 participants. The majority of focus group participants were parents of children attending the Beacon; some were other relatives or adults enrolled in English as a Second Language or basic education classes at the Beacon. The responses of focus group participants indicated that the Beacons have had a positive impact on their lives and those of their children as well as on their neighborhoods. Over and over, participants testified as to the work of the Beacons in providing a safe place for youth, fostering positive youth development, supporting families, and improving parent-child communication, facilitating linkages with schools, and providing opportunities for neighborhood improvement and economic development. (SLD)

ED 446 187   UD 033 816

H.R. 4678, the Child Support Distribution Act of 2000, Includes

LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgeting; Decentralization; Decision Making; *Educational Finance; Elementary Secondary Education; *Performance; Program Evaluation; Program Implementation; Resource Allocation; School Based Management; Surveys
IDENTIFIERS- *New York City Board of Education; Performance Budgeting

This report reviews the second-year implementation of the New York City public school system's Performance Driven Budget (PDB) initiative. The Galaxy budgeting system that is part of the PDB initiative generates a school's budget from its table of organization, and then derives district and Central budgets by aggregating all school budgets. After 2 years of implementing PDB in New York City, the outline of a radically different budgeting and instructional improvement system may be emerging. While the first year's evaluation focused on the conditions for implementation, the second year evaluation documents and analyzes the effectiveness of PDB design and implementation at Central, district, and school levels. Information from a number of data sources indicates that the central office and districts and schools have begun to create the school-driven, instructionally focused budgeting system that the PDB planners envisioned. There is some evidence that the changes have begun to have some effect in PDB district and schools. The findings of the second year evaluation are based on the assumption that changes in seven areas of policy and practice must occur in order for the successful implementation of PDB: movement of authority in budgeting, personnel and instructional planning to the school level; restructuring of resource allocation to support instructional planning and budgeting; improvement in the provision of demographic and outcome data to schools; development of the capacity to support school-level planning and budgeting; creation of more participatory decision-making structures at the school level; establishment of effective accountability in PDB districts; commitment to a system-wide culture that supports school decision-making and improvement. Three appendixes provide supplemental information about PDB. (Contains 21 charts and 25 tables.) (SLD)

ED 446 206 UD 033 839

Lauber, Diana; Warden, Christine
Preparing for Decision-Making: Training for Effective School-Based Budgeting in Los Angeles, Chicago, and Denver.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgeting; Decentralization; Decision Making; *Educational Finance; Elementary Secondary Education; Needs Assessment; *Performance; Program Evaluation; *Program Implementation; Resource Allocation; School Based Management; Surveys; *Training
IDENTIFIERS- *New York City Board of Education; Performance Budgeting

So that New York City could build on the experiences of other large cities as it implemented Performance Driven Budgeting (PDB) in the schools, a study was conducted of the school based budgeting training in Los Angeles, Chicago, and Denver. These districts have from 6 to 10 years experience in site-based

(VWC)

ED 445 703 JC 000 569

Lerman, Robert I.; Riegg, Stephanie K.; Salzman, Harold
The Role of Community Colleges in Expanding the Supply of Information Technology Workers.
SPONS. AGENCY- Department of Labor, Washington, DC. Office of the Assistant Secretary for Policy.
PUB DATE- 00
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; *Community Colleges; *Information Technology; Institutional Evaluation; Job Skills; *Labor Force Development; Two Year Colleges; *Vocational Education

Examines the role of community colleges in expanding the supply of information technology (IT) workers. Drawing on both quantitative and qualitative methods, the authors find contrasting evidence on the importance of these institutions. Analysis of the 1994 and 1999 Current Population Survey and interviews with large IT employers indicate that community colleges are not adding significantly to the supply of IT workers. However, enrollment data and case studies of four community colleges suggest that students undertake a substantial amount of IT training at community colleges. While graduation rates are low, enrollment in community college IT programs is high. Moreover, there is evidence that community colleges contribute to retraining workers who are already in IT jobs, those switching to IT careers in mid-life, and those with previous bachelor's degrees. This paper is divided into six sections: introduction, an analysis of national patterns, the community college perspective, the employer perspective, concluding remarks, and references. Concludes with a look at the strengths of current community college IT programs, including numbers, program content, flexibility, and facilities, and weaknesses of current community college IT programs. Areas which require improvement are faculty recruitment, career resources, author links, and standards. Includes tables and figures on data reported in this paper. (VWC)

ED 445 704 JC 000 572

Coscia, Donald R.
Instructional Technology Initiative for Developmental Mathematics Students.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Outcomes Assessment; Community Colleges; Computer Uses in Education; Instructional Innovation; *Multimedia Instruction; Program Development; *Remedial Mathematics; Two Year Colleges
IDENTIFIERS- *Suffolk County Community College NY

Suffolk County Community College has embarked on a three-year pilot project using multimedia learner-centered environments to deliver developmental mathematics. The project's outcome assessment model will measure the effectiveness of this glossary of terms; a list of contact information for the State Board of Community Colleges; a list of the members of the Planning Council; a list of the members of the Advisory Committee; and a list of members of the Environmental Scanning Teams. (VWC)

ED 445 724 JC 000 660

North Carolina Community College System Performance Measures and Standards and Performance Funding.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Financial Support; *Institutional Evaluation; *Performance Factors; *Resource Allocation; School Effectiveness; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

Reports on North Carolina Community College System's performance measures and standards and performance funding process. The twelve performance measures for 2000-2001 are: progress of basic skills students; passing rates for licensure and certification examinations; goal completion of program completers and non-completers; employment status of graduates; performance of college transfer students; passing rates of students in developmental courses; success rate of developmental students in subsequent college-level courses; student satisfaction of program completers and non-completers; curriculum student retention and graduation; employer satisfaction; business/industry satisfaction with services provided; and program enrollment. Provides a summary of the description/definition, methodology and data source, reporting periods/timelines, and standard for each of these measures and standards. The following changes to the performance funding process have been made: each college is required to publish annually performance on the 12 measures electronically and in its printed catalog; a college may carry forward funds based on measures for which it meets the standard or shows significant improvement; a college will be eligible for additional funding, if funds are available, for superior performance; and use of funds has been expanded to include program start-up costs including faculty salaries for the first year of a program, and one-time faculty and staff bonuses. (VWC)

ED 445 725 JC 000 661

Arizona College and Career Guide, 1999-2000.
PUB DATE- 00
NOTE- 94p.; Some tables may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Educational Opportunities; *Institutional Characteristics; *Postsecondary Education; *Program Descriptions; *State Schools
IDENTIFIERS- *Arizona

This resource guide is an alphabetical listing of information on Arizona's universities, colleges, and career schools. It provides a summary of accreditation including institutional and specialized accreditation, a listing of accrediting agencies, general education development, and student financial aid

Examines if the matriculation services offered by City College of San Francisco (California), including orientation, counseling, and assessment, were making a difference in the success and/or retention of students. Seeks answers to three questions using data gathered on students' participation in the matriculation process: (1) are students required to go through the matriculation process actually participating in the service; (2) do matriculation services provided improve students' success and/or retention during their first semester; and (3) are there significant differences in student characteristics between students who receive matriculation services and those who do not? Finds that more than 23% of the fall 1995 students were not listed in the matriculation extract. Matriculation services were found to have a positive effect on students if they were taking more than nine units; they also end up taking classes that fit their ability. Students receiving matriculation services tend to get more "B," "C," and "D" grades. Non-participating students have more grade extremes ("A" and "F"). Students who took nine or fewer units and did not receive matriculation services had a slightly higher GPA than those who did receive services. Student age is significantly related to whether a student received matriculation services. Significant differences were found among racial and ethnic groups. Discusses implications and future research. (VWC)

ED 445 745   JC 000 682

Report of the Institutional Self-Study for Reaffirmation of Accreditation, Spring 2000.
PUB DATE- 00
NOTE- 226p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accreditation (Institutions); *College Outcomes Assessment; Community Colleges; Organizational Objectives; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Golden West College CA

Presents Golden West College's (GWC's) (California) 1999-2000 accreditation self-study report. Contains the following chapters: (1) report abstract, which summarizes the ten standards of GWC: mission, integrity, effectiveness, educational programs, student support and development, information and learning resources, faculty and staff, physical resources, financial resources, and governance and administration; (2) a look at the organization of the self-study, which presents the college's self-study timeline for fall 1999-fall 2000, a narrative description of GWC organization plan for the self-study, and the 1999-2000 self-study team composition; (3) descriptive background and demographics; (4) organization of the institution for the 1990-2000 academic year, which charts administrative, president's office, instructive division, administrative services, and student services division positions; (5) a certification of continued compliance with eligibility requirements; (6) responses to recommendations from the most recent evaluation (1998); (7) ten chapters detailing each of the ten standard's descriptive summaries, self-evaluations, and planning agendas; (8) a planning summary, which identifies a series of planning recommendations and helps set direction for the college for the next six years; (9) appendices, which includes a minority report and disproportionate impact studies; (10) a list of supplemental documents for each of the ten standards; and (11) balance sheet as of June 30; a brief description of WCTC's financial activity, including a condensed statement of resources received and utilized for the years ended June 30; a look at primary college operations; a look at economic and per capita statistics; an examination of property values and taxes; a summary of student information, which includes cost per student contact hour; a graduate follow-up summary, which includes percent of graduates employed in related occupations, percent of graduates in taxing district, and average monthly salary for program graduates; WCTC's planning process; a description of the popular reporting award; and a summary of WCTC's mission, vision, values, and target. (VWC)

ED 445 766 JC 000 719

A Plan for Distance Education in the Connecticut Community Colleges. Revised .
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Distance Education; *Educational Planning; *Organizational Objectives; Program Development; Two Year Colleges
IDENTIFIERS- *Connecticut

This report presents the distance education plan for Connecticut community colleges. It begins with an overview that discusses the range of instructional technologies, from books to computers to interactive television. The second section of this report looks at distance education in the Connecticut community college system, and describes system organization, mission, and strategic goals; Connecticut community college education technology goals; and the Connecticut Distance Learning Consortium (CTDLC). Section three of this report looks at responsibilities of the system, of the college, and of the faculty and staff. The final section of this report examines the steps that will follow the approval of this distance education plan. Future priorities include such items as: developing a full distance degree program, perhaps in General Studies, that will be marketed as part of every college's course offerings, system-wide; addressing and resolving the logistics involved in offering such program(s); publishing a matrix of distance learning courses in the 12-college system, so the system-wide degree offerings can be expanded in a proactive rather than reactive way; setting up an incentive for faculty to develop the required distance learning courses (not in the matrix) for additional system-wide degrees; and hiring a Coordinator of Distance and Extended Education. (VWC)

ED 445 767 PS 027 218

I Am Your Child. Quality Child Care: Making the Right Choice for You and Your Child. Videotape .
SPONS. AGENCY- Bristol-Myers Squibb Foundation, Inc., New York, NY.
PUB DATE- 98
NOTE- 0p.; Hosted by Maria Shriver. Also sponsored by Toys 'R' Us and the Reiner Foundation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Violence; Foster Care; High School Graduates; Infant Mortality; Nutrition; Prenatal Care; Preschool Education; *Social Indicators; Special Needs Students; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Welfare Services; *Well Being
IDENTIFIERS- Arrests; Availability (Programs and Services); Food Stamp Program; *Indicators; *Nebraska; Project Head Start; School Lunch Program; Subsidized Child Care Services; Vaccination

This Kids Count report is the sixth to examine statewide trends and county data on the well-being of Nebraska's children. The bulk of this statistical report presents findings on 32 indicators of well-being in 8 areas: (1) child abuse and neglect/domestic violence, including abuse fatalities and serious injuries; (2) early childhood care and education, including Head Start enrollment, child care availability, and child care subsidies; (3) economic well-being, including poverty rates, divorces and child support, and families receiving cash assistance; (4) education, including high school graduation rates, school expulsion, and special education students; (5) physical and behavioral health, including low birth weight, prenatal care, teen birth rate, infant and child mortality, immunizations, teen suicide, and teen drug use; (6) juvenile justice, including juvenile arrests and numbers committed to youth rehabilitation and treatment centers; (7) nutrition, including numbers receiving food stamps, free or subsidized school lunches, and summer food programs; and (8) out-of-home care, including foster home availability. The report combines statistical data, the findings of impact studies, and policy information related to indicators of well-being. Statewide statistical data are reported as well as for each county. The report's findings indicate that since 1985, Nebraska has seen fewer substantiated child abuse cases, with a slight increase in the number of cases investigated. Fewer than half the eligible children have access to a Head Start program. The number of families receiving cash assistance is at its lowest point since 1985. The high school dropout rate is at 17.8 percent. The report also describes the methodology and data sources. Contains 35 references. (KB)

ED 445 786 PS 028 831

Farkas, Steve; Duffett, Ann; Johnson, Jean
Necessary Compromises: How Parents, Employers and Children's Advocates View Child Care Today.
SPONS. AGENCY- Danforth Foundation, St. Louis, MO.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; Kauffman Foundation, Kansas City, MO.
PUB DATE- 00
NOTE- 68p.; With Tony Foleno and Patrick Foley.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; *Child Advocacy; *Day Care; *Day Care Centers; Early Childhood Education; *Employer Attitudes; Employers; Family Work Relationship; *Parent Attitudes; Parents; Public Policy; Taxes

Changing attitudes, economics, and social norms have transformed how children are cared for. This nationwide survey examined views of parents, nonparental adults, employers, and children's advocates regarding child care and some of the policy debates these changes have spawned. Data collection methods included telephone surveys of 815 parents of children 5 years or under, interviews with 444 parents of children 6 to 17 and 214 promised benefits of these changes, focusing on early childhood and elementary education. Chapter 1 argues that popular attempts to hurry children intellectually are at odds with the natural pace of human development. Chapter 2 presents information on the risks of using computers to children's physical health (including musculoskeletal injuries, vision problems, and obesity), emotional and social development (isolation, shifts toward computer-centered education, detachment from community, and the commercialization of childhood), creativity and intellectual development (impaired language and literacy, poor concentration, inability to tolerate frustration, plagiarism, and distraction from meaning), and moral development. Chapter 3 urges families and schools to recommit themselves to providing young children with the essentials of a healthy childhood, including strong bonds with caring adults, hands-on experiences with the physical world, time for unstructured play, exposure to the arts, and literacy activities. Chapter 4 discusses ways parents and teachers can help children achieve a technology literacy that also involves the capacity to think critically and use technology to serve personal, social, and ecological goals. Chapter 5 focuses on the costs of technology and argues that the national infatuation with computers in early childhood and elementary education is diverting scarce resources from children's real unmet needs. Chapter 6 concludes with recommendations, including a refocus on the essentials of a healthy childhood and an immediate moratorium on further introduction of computers in early childhood and elementary education. Each chapter contains reference notes. (KB)

ED 445 804   PS 028 896

Cohen, George J., Ed.
Guide to Your Child's Sleep: Birth through Adolescence.
PUB DATE- 99
NOTE- 269p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Behavior Problems; Change Strategies; Child Rearing; *Children; Fear; Infant Care; Nightmares; Physical Development; *Sleep
IDENTIFIERS- Daily Routines; Multiple Birth Family; Sleep Deprivation; *Sleep Disorders; Sleepwalking

Because sleep disturbances are common in childhood, almost every parent will have to deal with a child's sleeptime problems at some point. This guide offers information on sleep in children from birth through adolescence. The book answers common questions from parents, and provides advice on preventing Sudden Infant Death Syndrome, getting infants to sleep through the night, and solving sleep-wake problems. The book also evaluates the pros and cons of popular but conflicting child-sleep advice so parents can make the best decisions for their families. Following an introduction, the chapters are: (1) "Understanding Sleep"; (2) "How Much Sleep Does My Child Need?"; (3) "The First Few Months"; (4) "Problems in Sleeping through the Night"; (5) "Controversies and Strategies"; (6) "Bedtime Routines and Rituals"; (7) "There's a Monster under the Bed: Dealing with Fears"; (8) "Nightmares, Sleep Terrors, and Partial Arousals"; (9) "Twins and More"; (10) "Solving Common Problems"; and (11) "Changes at Adolescence." Appended

Union Framework Agreement of February 1999 and its possibilities for a national child care program are appraised. The paper maintains that the Agreement's principles and state objectives not only create a new imperative for a national child care strategy but also provide new opportunities for implementation. The paper also argues that federal leadership is necessary for any national child care strategy's success, and proposes that an effective national strategy be used as a benchmark from which to evaluate nation-shaping political arrangements such as the Social Union Framework Agreement. Appended is a list of the presentations from the conference at which this paper was originally presented. (Contains 63 references.) (KB)

ED 445 822 PS 028 925

Bailey, Becky A.
Easy To Love, Difficult To Discipline: The Seven Basic Skills for Turning Conflict into Cooperation.
PUB DATE- 00
NOTE- 285p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Child Development; *Child Rearing; *Children; Conflict; *Cooperation; *Discipline; *Parent Child Relationship; *Parents; Self Evaluation (Individuals); Values Education
IDENTIFIERS- Disciplinary Styles

Based on the view that parents discipline their children in the same way they discipline themselves, this book helps parents become aware of how they treat themselves and presents a framework called loving guidance. Chapter 1 introduces the framework built on the premise that parents' perceptions dictate their actions such that to change behavior, the focus must be on perceptions as well as actions. Chapter 2 teaches seven powers for self-control which increase resourcefulness in disciplinary situations with children from toddler through school age: perception, attention, free will, unity, love, acceptance, and intention. Chapter 3 teaches seven basic discipline skills emerging from each power of self-control to help children become more cooperative in everyday encounters: composure, encouragement, assertiveness, choices, positive intent, empathy, and consequences. Each of these discipline skills teaches corresponding values for living: integrity, interdependence, respect, commitment, cooperation, compassion, and responsibility. Chapters 4 through 9 focus on six of the discipline skills, providing suggestions for parents to examine their own styles, and discusses ways to change. Chapter 10 focuses on children's misbehavior and outlines behaviors that typify various stages of child development and can lead to certain types of conflicts. Chapter 11 presents scenarios demonstrating the use of the seven powers for self-control and the seven basic discipline skills. Chapter 12 summarizes the information in the form of a concise, 7-week program, with each week focusing on one of the powers for self-control and the discipline skill that evolves from that power. (Each chapter contains references.) (KB)

ED 445 823 PS 028 926

half of the students ate the recommended amounts of fruits, vegetables, and grain each day. Males and females smoked at about the same rates, but sixth-grade boys drank significantly more than sixth-grade girls. Boys fought and shot guns without adult supervision significantly more than girls, but there was no gender difference in bringing weapons to school. Twenty percent of students knew someone who had brought a weapon to school. About 50 percent of students rode a bike each day or played on a sports team, and 8 percent walked to school. Seatbelt use decreased from 94 percent in kindergarten to 77 percent in the sixth grade, with no significant difference between boys and girls. Fifty six percent of second graders wore a helmet when riding their bike, compared to 19 percent of sixth graders. Tooth brushing and hand washing did not vary by grade level, with 88 percent reporting daily tooth brushing and 93 percent reporting washing their hands after going to the bathroom. In general, older children were less likely to engage in positive health behaviors. The most consistent gender difference was in regard to fighting and weapons, with boys reporting much higher rates. School-based programs implemented in partnership with community health programs and focused mass-media activities are recommended to help children develop healthy habits. (Contains 19 references.) (TD)

ED 445 841   RC 022 516

Solymossy, Emeric
Knowledge as a Resource--Networks Do Matter: A Study of SME Firms in Rural Illinois.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Attitudes; Business Communication; Continuing Education; Education Work Relationship; *Entrepreneurship; *Informal Education; Networks; Organizational Climate; *Organizational Effectiveness; Rural Areas; *Small Businesses; Technical Assistance
IDENTIFIERS- Illinois; *Knowledge Networks; *Networking

Networks among people and businesses facilitate the capture and diffusion of technical and organizational knowledge and can be classified by type of knowledge being exchanged. Types include buyer-supplier information, technical problem-solving information, and informal community information. A survey of 141 small and medium-sized enterprises (SMEs) in rural northeastern Illinois found that not all SME principals saw networks as providing knowledge that benefited their firm, and as a result, network composition and intensity differed. Those firms not perceiving a benefit maintained less intensive networks, focused more on experiential information, and sought information about what is or has been done. The knowledge acquired was adapted to the SME's particular situation and used to improve operations, but the benefits from networking were not maximized. Those perceiving benefits from their networks maintained more intensive, wide-ranging, and overlapping networks. While they also gathered information about what is being done, this group actively maintained contacts with forward-looking expertise and focused on potential. Firms who valued networks were proactive in maintaining them, converted information into new knowledge, and thereby gained competitive advantage and improved performance. Many SMEs that did not value networking did value continuing education, but programs

NOTE- 14p.; Chapter 4 in: Improving Rural School Facilities: Design, Construction, Finance, and Public Support; see RC 022 640.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Distance Education; *Educational Facilities Improvement; Elementary Secondary Education; Internet; *Partnerships in Education; *Rural Schools; *School Buildings; School Districts
IDENTIFIERS- Access to Technology; Nebraska; *Technological Infrastructure; Technology Integration

Rural schools face significant challenges in upgrading their technology infrastructures. Rural school districts tend to have older school buildings that have multiple problems and lack climate control, adequate space, and necessary wiring. In rural districts, it may be difficult to find the leadership and expertise needed to provide professional development, create an appropriate technology plan, and manage and maintain building and system infrastructures. In addition, rural districts may not have local companies available or willing to partner with schools in technology projects, and staff members may not have the time or experience to write grant applications for technology development. Wayne (Nebraska) Community School District overcame these difficulties through a collaboration with Wayne State College, the chamber of commerce and city council, local businesses, federal and state agencies, and the students themselves. In 1992, a districtwide committee of diverse stakeholders developed goals and identified needs for a comprehensive technology plan. During the plan's implementation, the nearby college was a constant resource. Stages in the plan included installation of a computer lab, distance education activities, expansion of technology infrastructure with a corporate grant, and development of a communitywide computer network. Lessons learned from the Wayne experience concern the needs for careful planning, continual training of staff and students, and a vision for the future. (SV)

ED 445 860 RC 022 645

Bohrer, Stephen Dean
Gaining Rural Community Support for a Bond Issue: A Superintendent's Experience.
PUB DATE- 00
NOTE- 14p.; Chapter 5 in: Improving Rural School Facilities: Design, Construction, Finance, and Public Support; see RC 022 640.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; *Bond Issues; *Community Support; Educational Facilities Improvement; Elementary Secondary Education; Personal Narratives; *Politics of Education; Public Relations; *Rural Schools; *School Community Relationship; School Support; Superintendents; Volunteers

The passage of a bond issue in support of school building construction or renovation can be one of the most difficult activities for a rural school district. The process of getting a bond passed requires a delicate mix of public relations, community education, and consensus building. In this chapter, a superintendent in a rural district describes his experience

H. Lyon); (12) "Small Schools Are Not Miniature Large Schools: Potential Pitfalls and Implications for Leadership" (Nancy Mohr); (13) "Life after Small Schools: The Met's Quest for Social Justice" (Dennis Littky, Farrell Allen); (14) "A Small Price To Pay for Justice" (Michelle Fine); and (15) "Engaging the System" (Gil Schmerler). (Contains references in most chapters, an index, and contributor profiles.) (SV)

ED 445 878   RC 022 665

Reuter, Teresa, Comp.
The Class "C" Survey, 1999-00: Comparisons of Budgets, Levies and Enrollments of Class "C" Montana School Districts.
PUB DATE- 00
NOTE- 117p.; For 1996-97 survey, see ED 405 166. Appendix contains handwritten data.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Assessed Valuation; Budgets; Elementary Secondary Education; *Enrollment; Expenditure per Student; Questionnaires; Rural Schools; *School District Spending; School Districts; School Personnel; School Surveys; *School Taxes; *Small Schools; Tables (Data); *Teacher Salaries; Teacher Student Ratio; Wages
IDENTIFIERS- *Montana; *Small School Districts

This report presents data on budgets, levies, enrollments, costs per pupil, and teacher salaries in Montana's smallest (Class "C") school districts for fiscal year 1999-2000. Survey responses were received from 78 of the 94 public schools and 2 of the 5 nonpublic schools in the Class C category. The range of Class C enrollments was 46-418 in elementary schools (average 106), 24-138 in high schools (average 62), and 46-368 in K-12 schools (average 137). Cost per pupil to the general fund budget without special education averaged $4,479 in elementary schools, $6,576 in high schools, and $6,378 in K-12 districts. The pupil/teacher ratio averaged 12.1 in elementary schools, 8.3 in high schools, and 9.1 in K-12 districts. Teacher salaries averaged $26,661. Data tables provide the following information for each responding school: (1) enrollment; (2) taxable valuation (total and per pupil); (3) general fund budget without special education (total and per pupil); (4) general fund reserve as percentage of general fund; (5) guaranteed tax base per mill; (6) over base budget and levy mills required; (7) special education budget and FTE personnel; (8) transportation budget and cost per pupil; (9) teacher salaries as percentage of total general fund; (10) teacher/enrollment ratio; (11) teacher salaries (base, average, and highest); and (13) wages and salaries for instructional aides, noncertified staff, and extra duty. Appendix includes individual school data on staff wages and extra duty payments. (Contains survey questionnaire.) (SV)

ED 445 879   SE 062 940

Environmental Education in Asia and Beyond: Proceedings of an International Workshop (Republic of Korea, October 11-15, 1999).
PUB DATE- 99
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; *Conservation Education; Elementary

carrying out science experiment by the end of the course and more relaxed when music was played in the lab. This evidence suggested that the affective strategies decreased anxiety and increased confidence for those women. In summary, according to a large percentage of students: (1) the course contract increased their chances for success in the course; (2) the affective strategies changed a large percentage of student's attitudes towards chemistry in a positive way. Taken together, the contract and affective strategies appeared to create a safety net for these women, making failing difficult and the chances for success more probable. (Contains 12 references.) (Author/YDS)

ED 445 902   SE 063 923

Hsiung, Chao-Ti; Tan, Min-Juin
A Study of Creating a Distance Supervision Hot Line.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Distance Education; Elementary Education; *Elementary School Science; Higher Education; Preservice Teacher Education; *Supervision; *World Wide Web

The purpose of this study was to create a distance supervision environment: Distance Supervision Hot Line (DSHL) through computer internet systems to assist the professional development of student teachers. The research group consisted of two supervisors (professors at a Teachers College) and 36 student teachers. The main tasks of this study were to design the homepage of DSHL and to communicate with each other on the topic of elementary science teaching. DSHL was designed by student teachers themselves. It consisted of seven sections: overview of research, research group, bulletin, my reflection, teaching resources, teaching difficulties and meeting in the air. The results indicated that student teachers easily relieved their task stress by voicing their "my reflection" and learned different strategies through watching "teaching difficulties" and talking in the office of "meeting in the air". Particularly, all of the student teachers indicated DSHL would increase the frequency of interactions among supervisors and them. This study provided teacher educators to promote the effectiveness of supervision through a daily-life technological product-World Wide Web (WWW). (Author)

ED 445 903   SE 063 924

Huinker, DeAnn; Enochs, Larry
Reflections of Mathematics/Science Resource Teachers in an Urban Systemic Initiative.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Mathematics Education; Mathematics Teachers; *Professional Development; Program Evaluation; Science Education; *Urban Areas
IDENTIFIERS- Milwaukee Public Schools WI

the facilitators and barriers teachers in middle-school mathematics classrooms faced when trying to implement equity and reform objectives. The study is set in the context of the Statewide Systemic Initiative (SSI) in Ohio known as Project Discovery. In 1995, a major evaluation of the SSI, known as The Landscape Study, was begun. Both quantitative and qualitative data were collected from a wide range of sources across the state. This study focuses on the qualitative data collected at seven middle-school sites visited over a twelve-month period. Data were analyzed using a framework which outlined four dimensions of reform developed by Rossman. These dimensions were Technical, Cultural, Political and Moral. A fifth dimension designated Caring was also identified. The paper concludes with a series of challenges for reformers and equity advocates. (Contains 35 references.) (Author/ASK)

ED 445 928   SE 064 150

Tittle, Carol Kehr; Hanlon, Ellie
Final Evaluation Report: TIME 2000. Spring 1998-June 1999.
PUB DATE- 00
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Higher Education; *Mathematics Achievement; *Preservice Teacher Education; Secondary Education; Secondary School Teachers

There are two major purposes to the Teaching Improvements in Mathematics Education (TIME 2000) project. The first purpose is to develop and implement recruitment strategies, the second is to develop and implement the freshmen year of an integrated curriculum in mathematics and education--mathematics teaching and learning for the preparation of secondary school teachers of mathematics. This evaluation report examines some aspects of student progress and the main project activities of TIME 2000 students and faculty through June of 1999. The evaluation report is organized into sections on students, faculty describing their respective responses to TIME 2000, and a summary and issues. In the section Students, the first part reports on a survey of their entering characteristics and beliefs about teaching and learning mathematics, as well as belief changes at the end of year 1. The second part features results of student interviews at the end of the first and second semesters. These student interviews provide perspectives on connections between mathematics and the psychology of learning, and perspectives on the mathematics courses including their teachers, themselves as learners, applications of mathematics, the development of a community of students studying mathematics, and the use of cooperative groups and technology. In the section on Faculty, the first part provides faculty perspectives on the collaboration between mathematics and education faculty, teaching observations and sample class activities, and faculty perspectives on their collaborations at the end of semesters 1 and 2. The second part provides faculty recommendations for TIME 2000 and for the further development of the integrated program in mathematics and secondary education. Section III concludes the report with an overall summary of the strengths of the project, problems encountered, and general policy issues raised by the TIME 2000 project in its first year. (ASK)

ED 445 929   SE 064 155

critical thinking, scientific inquiry, and cooperative learning. The module is appropriate for use in any introductory or intermediate undergraduate course that focuses on human-environment relationships. The module provides students with a broad overview of the human dimensions of global environmental change and its implications for the future. According to the module, the complexity of global change is reduced to four basic and interactive parts: (1) human actions that initiate changes in the structure and operation of the biosphere; (2) the consequences of these actions on terrestrial ecology; (3) the combined efforts of the two on global climate; and (4) human responses to global change, with a focus on climate change. The module activities draw out the linkages and the human components of the topic and also raise broader questions about the concept of global change as a whole. The module contains 6 tables, 9 figures, a guide, a summary, an overview, a glossary, references for all units, supporting materials, and appendixes with additional resources and suggested readings. It is divided into thematically coherent units each of which consists of background information, teaching suggestions, and student worksheets, with answers expected for each activity. (Author/BT)

ED 445 951   SO 031 089

Moser, Susanne
Human Driving Forces and Their Impacts on Land Use/Land Cover. Hands-On! Developing Active Learning Modules on the Human Dimensions of Global Change.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 236p.; With Stephen Young, Pat Benjamin, Brad Jokisch, Yelena Ogneva, and Anne Garren. Module developed for the AAG/CCG2 Project "Developing Active Learning Modules on the Human Dimensions of Global Change."
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; Ecology; *Geography; Global Approach; Higher Education; Human Geography; *Land Use; *Physical Environment; Thematic Approach; Thinking Skills; Undergraduate Study
IDENTIFIERS- *Global Change

This learning module aims to engage students in problem solving, critical thinking, scientific inquiry, and cooperative learning. The module is appropriate for use in any introductory or intermediate undergraduate course that focuses on human-environment relationships. The module explains that land use/cover change has occurred at all times in all parts of the world, and that most affected and involved in these processes are the environmental spheres of water, soil, and vegetative cover, which are closely linked to geomorphology, climate, fauna, and especially human societies. According to the module, the most profound questions with respect to land use/cover and global change are: what forces drive land use/land cover change?; what impacts do these changes have on the environment and on human society?; and how might people respond to them most effectively? The module introduces students to the complexities inherent in these questions, focusing mainly on the first. The module contains 8 tables, 13 figures, a list of acronyms, a guide, a summary, an overview, references for all units, supporting materials, and readings. It is divided into thematically coherent; each unit consists of background influences, and their reflection in the buildings of the past; and support a cross-curricular approach to historical learning. The book will help teachers plan structured art-based visits to historic sites; prepare students in school for experiences and work on site; recognize the formal graphic elements within the historic environment; collect and record visual information on site; use sketches taken on site to stimulate creative artwork; and develop ideas in school using different techniques and materials. The illustrated guide contains a variety of case studies, used by teachers, which give more detailed approaches. It is divided into the following sections: "About This Book"; "Recognizing the Formal Elements"; "Choosing Materials"; "Checklists"; "Practicing Skills"; "Looking at Buildings"; "Looking at Decorative Features"; "Planning a Project"; and "Case Studies." Contains a bibliography and resources section. (BT)

ED 445 974 SO 031 634

Carrier, Jim
Ten Ways To Fight Hate. A Community Response Guide. Second Edition .
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Action; Crime Prevention; Law Enforcement; *Social Responsibility
IDENTIFIERS- *Hate; *Hate Crime; Hate Groups; Hate Speech; Social Education; *Tolerance

This guide enumerates 10 principles for fighting hate: (1) act; (2) unite; (3) support the victims; (4) do your homework; (5) create an alternative; (6) speak up; (7) lobby leaders; (8) look long range; (9) teach tolerance; and (10) dig deeper. The guide also presents a collection of inspiring stories of people who acted, often alone at first, to push hate out of their communities. It offers practical advice, good examples, and additional sources for information. The steps outlined in the guide have been tested in scores of communities across the United States by a wide range of human rights, religious, and civic organizations. (BT)

ED 445 975 SO 031 653

Economic Demise of the Soviet Union.
PUB DATE- 98
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Benchmarking; *Economics; Economics Education; Elementary Secondary Education; Foreign Countries; Social Studies; *World History
IDENTIFIERS- National History Standards; National Standards Project in Economics; *USSR

This series of lesson plans and activities deals with the economic demise of the now-defunct Soviet Union. Each of the five lessons and six activities addresses identified standards and benchmarks from the Voluntary National Content Standards in

Artworks" (Mary Scheesley); "A Morning Experience in a Brazilian Art Museum" (L. B. P. Frange); "The Garden of Earthly Delights" (Hal McWhinnie); "Latin American and Caribe Art Education Meeting" (Ana Mae Barbosa); "Using Computer-Technologies: Some Questions" (Jenny Aland); "Early Childhood Art Websites for Young Children" (Barbara Piscitelli); "Minutes of the InSEA General Assembly in Glasgow" (Diederick Schonau); "Tanay's Heart in the Middle of the World: Sparking International Dialogue" (Anna Martin); "Art Education on the Rhine: The 1999 ESIS Art Conference" (Darren Trebel); "International Symposium on Art Education: Taiwan Museum, Taichung, March 1999" (Ann C. S. Kuo); "Art Teachers Hampered by Lack of Training" (Marie Whaley); and "Piecing Together the Puzzle of Peace Building: The Canadian Kids Guernica" (Rita Irwin). (BT)

ED 445 997   SO 032 143

Kaupp, P. Ann, Ed.
AnthroNotes: Museum of Natural History Publication for Educators, 1999-2000.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 38p.; Misidentified as v22 on cover of first issue; v21 is correct. Also edited by Ruth O. Selig, Alison S. Brooks, and JoAnne Lanouette.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Anthropology; *Community Study; Elementary Secondary Education; Field Studies; Higher Education; Local History; Social Studies
IDENTIFIERS- *Origin of Life

This publication for educators offers in-depth articles on anthropological research, teaching activities, reviews of new resources, and summer fieldwork opportunities. The document aims to disseminate recent research in anthropology; to help those teaching anthropology utilize new materials, approaches, and community resources, as well as integrate anthropology into a variety of curriculum subjects; and to create a national network of anthropologists, archaeologists, teachers, and other professionals interested in disseminating anthropology, particularly in schools. Articles in the newsletter include: "Human Origins: One Man's Search for the Causes in Time" (Ruth Osterweis Selig); and "Urban Community Field Research Project" (JoAnne Lanouette). (BT)

ED 445 998   SO 032 146

Parker, Franklin; Parker, Betty J.
The Forgotten George Peabody (1795-1869), A Handbook A-Z of the Massachusetts-Born Merchant, London-Based Banker, & Philanthropist: His Life, Influence, and Related People, Places, Events, & Institutions.
PUB DATE- 95
NOTE- 1243p.; Corrected and updated version of SO 031 170.
LANGUAGE- English
EDRS Price- MF09/PC50 Plus Postage.
PUB TYPE- Historical Materials (060),Reference Materials - Bibliographies (131)

Discipline Based Arts Education. Videotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Art Activities; *Art Education; *Art History; Classroom Techniques; *Curriculum Development; *Discipline Based Art Education; Elementary Education; Interdisciplinary Approach; Student Participation; *Visual Arts
IDENTIFIERS- Getty Center for Education in the Arts; Line (Visual Arts); Matisse (Henri); Mexico (Oaxaca); O Keefe (Georgia); Woodcarving

This 5-part video lesson deals with discipline-based art education in the elementary school. The video features a university professor who is a specialist in methods and the integration of art into the elementary classroom; each part of the video lesson is 30 minutes in length. First defining discipline-based art education as an approach, not a curriculum, which holds that art should include creating art and not just talking and learning about art, the video contends that art is a powerful way to integrate the curriculum. The first video explains the discipline-based art education approach, makes use of a video from the Getty Center for Education in the Arts (California) to show a classroom teacher using the approach in an elementary classroom, and displays students' art work which has been integrated into the language arts, social studies, and mathematics curricula. The second video models a complete classroom lesson, while the third video discusses art production and focuses on "line," especially contour line. The fourth video examines art history, specifically the work of Henri Matisse, and examines the wood animals produced in Oaxaca, Mexico, while the fifth video features a lesson on the work of the U.S. artist, Georgia O'Keefe. (BT)

ED 446 019 SO 032 209

Fullerton, Fred, Ed.
Help, Handout, or Hindrance: U.S. Support for the Developing World. Public Policy Debate in the Classroom. Choices for the 21st Century Education Project. Student Guidebook and Teacher's Resource Book.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 98
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Developing Nations; Foreign Countries; *Foreign Policy; *Government Role; *International Relations; Primary Sources; *Public Policy; Secondary Education; Social Studies; *United States History

These texts are part of a continuing series on current and historical international issues, placing special emphasis on the importance of educating students in their participatory role as citizens. They evaluate the U.S. relationship with poor

Models; Student Teacher Evaluation; Teacher Attitudes; Teacher Recruitment; Test Bias

This paper reviews patterns in the literature on minority teachers and teacher preparation. The study involved an extensive literature search using the following database selections: Books in Print A-Z; ERIC Database 1966-2000; Education Abstracts FTX 6/83-12/99; PsycINFO 1984-2000/02; Sociological Abstracts 1963-1999/12; and Social Sciences Abst FTX 2/83-12/99. The search generated 1,111 records on minority teachers, 12,768 on multicultural education, and 5,604 on teacher preparation. Several patterns emerged: minority teacher recruitment and retention; role model hypothesis; assessment issues; description of special/alternative programs for particular populations (e.g., paraprofessionals and high school students); and teacher perception of programs and teaching. The paper also analyzes 90 records that appeared when the descriptors multicultural education and minority teachers were combined. It concludes by discussing the trends and examining implications for multiculturalists. The paper notes the causal relationship between the increase of children of color and the shortage of teachers of color. It also notes the lack of scholarship in the field of multicultural education that addresses the needs and preparation of teachers of color. (Contains 79 references.) (SM)

ED 446 041   SP 039 471

Cohen, LeoNora M.

Are We Ready To Abandon the Classroom? The Dark Side of Web Instruction.

PUB DATE- 00

NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Uses in Education; Distance Education; Elementary Secondary Education; Teaching Methods; *World Wide Web

This paper discusses four assumptions and four concerns regarding instruction using the World Wide Web. The assumptions address: the novice status of the Web course developer; the developer's appreciation for various aspects of the Web; her high expectations for doing it right; and her commitment to not incurring more costs for distance learners. In discussing the first concern, issues of pedagogy, the paper examines dilemmas of Web course creation, concluding that the Web is a highly verbal medium that limits student responses and demands a pedagogy that is inconsistent with meeting individual needs. The second concern emphasizes skills students need to succeed on the Web. Students who are not visual learners or who have visual difficulties, and students who do not have access, are problematic. The third concern is student retention. Only 8 of the 28 students who originally signed up actually completed the course that term. Traditional classes typically have a much higher completion rate. Finally, personal costs of using a Web based course include: significant amounts of time involved; tremendous stress in trying to complete the course within unrealistic time limits; expenditure of personal funds; and serious health problems that arise from overuse of the computer. (SM)

Casbon). There are six appendixes: "Evaluating Current Professional Development Opportunities"; "Steps in Using Self-Directed Change Model"; "Evaluating Professional Development: A Tool for Staying on Track"; "Features of Effective Learning Experiences"; "Shifting the Paradigm of Professional Development"; and "National Staff Development Council Standards for Staff Development." (SM)

ED 446 061 SP 039 493

Cummings, Carol
Winning Strategies for Classroom Management.
PUB DATE- 00
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; Classroom Environment; *Classroom Techniques; Discipline; Elementary Secondary Education; Language Arts; Learning Strategies; Mainstreaming; *Self Control; *Self Management; Social Studies; *Student Behavior; Student Needs; Students; *Teacher Student Relationship; Teachers; Time Management

This book offers advice on arranging classrooms, diagnosing student behavior, and responding to students' emotional needs, examining intellectual, emotional, and physical challenges students face and providing strategies which help teachers create communities of learners, design classrooms, diagnose student behavior, and respond to student needs. Chapter 1, "Seeking Self-Discipline," discusses: how discipline relates to standards; how changing classrooms demand better management strategies; similarities between effective parenting styles and effective management styles; and similarities between what skills employers demand and self-management skills taught in an effectively managed classroom. Chapter 2, "Bonding and Connecting," discusses ways to: connect with students; begin meaningful dialogue; communicate during strife; and notice each student. Chapter 3, "Time and Space Matters," discusses how to find more time and how much time to delegate to various activities. Chapter 4, "Learning to Learn," discusses secrets to success (e.g., self-efficacy, time management, study skills, and goal setting) and describes positive self-talk. Chapter 5, "Integrating Self-Management Into the Classroom," uses standards in language arts and social studies to model the alignment process. Chapter 6, "Preventing Misbehavior," describes misbehavior, discusses the presence of threat in the classroom, and notes how to address challenges from today's students. (Contains 72 references.) (SM)

ED 446 062 SP 039 494

Fletcher, Gail
Teacher Dialogue Forums. Special Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Beginning Teachers; Bilingual Students; Child Language; Class Activities; Classroom Environment; *Classroom Techniques; Elementary Education; Elementary School Teachers; Lesson Plans; Oral Language; Parent Teacher Cooperation; Planning; Second Language Learning; Spanish; Student Evaluation

This workbook for elementary school teachers is designed to help make their first few weeks of school successful. It provides lesson plans, classroom management strategies, student assessments, and special aids for teaching bilingual students. After an "Introduction" that discusses the ups and downs of a first-year teacher, there are nine chapters: (1) "A Guide to Planning" (long range, mid-range, daily, and weekly planning); (2) "Creating the Environment" (room arrangement, environment checklist, preparation before the first day, and essential knowledge); (3) "Daily Routines and Procedures" (e.g., classroom management rules, freeze and listen, cleanup, behavior strategies, and daily ongoing activities); (4) "The First Two Weeks of School...A Detailed Account"; (5) "Activities for the First Month" (e.g., appreciation words, bingo, group definition of cooperation, shared writing, problem solving skits, names games, partner drawings, math challenges, people measuring, and homework ideas); (6) "Fingerplays and Songs for Oral Language in English and Spanish"; (7) "Assessments"; (8) "Parent Communications: Sample Letters in English and Spanish"; and (9) "Resources" (bibliography for teachers and read-alouds, K-6, in English and Spanish). (SM)

ED 446 082 SP 039 522

Namathaka, Lester; Kalulu, Master; Malisawa, Andrew; Mhoni, Sophie; Kabuwe, Enock; Kasitomu, Helix; Mhura, Hastings; Namachapa, Arton

Teacher Training Resource Handbook: Innovative Approach to Teaching and Learning.

SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, DC.

PUB DATE- 00

NOTE- 219p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Achievement; Chalkboards; Cognitive Style; Community Involvement; Cooperative Learning; Curriculum Development; Daily Living Skills; Discussion (Teaching Technique); Educational Environment; Educational Quality; Elementary Education; *Elementary School Teachers; Group Instruction; Health Conditions; Homework; Integrated Curriculum; Learning Centers (Classroom); Learning Disabilities; Lesson Plans; Numeracy; Parent Responsibility; Planning; Quality Control; Questioning Techniques; Reading Skills; Role Playing; Sanitation; Student Evaluation; Supervision; *Teacher Competencies; *Teacher Effectiveness; Teacher Responsibility; Teaching Methods; *Teaching Skills; Writing Skills

IDENTIFIERS- Community Empowerment

This manual provides a tool for training community-based primary school teachers with a focus on a child-centered approach. There are 34 sections: (1) "Who an Affective Teacher Is"; (2)

compared to the original source language items and to the original translation. Results from the 6 sections, each of which included between 5,800 and 7,150 examinees taking the original Hebrew examination, between 1,485 and 2,033 examinees taking the original Russian examination, and between 380 and 840 examinees taking the revised Russian version, show that the revision succeeded in reducing DIF in 27 of the 37 revised items (in 12 to a significant degree). Eight items exhibited increased DIF, which was significant for two items. Results were studied to attempt to determine which sources of DIF and which item types can be revised most effectively. Empirical guidelines for using a panel to reduce DIF are presented. An appendix contains the item revision form. (Contains 8 tables and 14 references.) (SLD)

ED 446 102 TM 031 845

Rourke, Liam; Lysynchuk, Linda
The Influence of Learning Style on Achievement in Hypertext.
PUB DATE- 00
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cognitive Style; *College Students; Higher Education; *Hypermedia; Psychology
IDENTIFIERS- Learning Style Inventory (Kolb)

The influence of learning styles on achievement in hypertext was investigated. The learning styles of 21 female and 20 male subjects enrolled in an Introduction to Psychology class was assessed using the Learning Style Inventory (LSI) (D. Kolb, 1985). The LSI categorizes respondents into one of four learning styles based on their abilities in the four stages of the experiential learning cycle. Subjects were presented with a hypertext module from a Web-based Introduction to Psychology course and a printed version of the same module. Achievement was assessed with 4 20-question multiple choice quizzes, each composed of 10 factual and 10 conceptual questions. Two quizzes were presented for each condition; one set was presented immediately, and an alternate set was presented 7 days later. It was hypothesized that Assimilators and Convergers would score highest on all measures of achievement. However, a significant difference was found between Divergers, who scored highest, and Accommodators, who scored lowest. The results support previous research, which indicated that the benefits of hypertext are differentially distributed across learning styles. (Contains 1 table and 23 references.) (SLD)

ED 446 103 TM 031 846

Directions for Using the Alaska Developmental Profile.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; Kindergarten; *Kindergarten Children; Primary Education; Profiles; *School Readiness;

information, teacher responses to study questions, and some data collection forms. (Contains 23 tables, 30 figures, and 14 references.) (SLD)

ED 446 124 TM 031 886

Gardner, Howard
Multiple Intelligences: The Theory in Practice. A Reader.
PUB DATE- 93
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Individual Differences; Intelligence Differences; *Learning Processes; *Multiple Intelligences; *Teaching Methods

This reader brings together work by Howard Gardner and his colleagues at Project Zero (Harvard Graduate School of Education) to provide a coherent picture of what has been learned about the educational applications of multiple intelligences theory from school projects and formal research over the past decade. The chapters are: (1) "In a Nutshell"; (2) "A Rounded Version" (with Joseph Walters); (3) "Questions and Answers about Multiple Intelligences Theory" (with Joseph Walters); (4) "The Relation of Intelligence to Other Valued Human Capacities"; (5) "A School of the Future" (with Tina Blythe); (6) "The Emergence and Nurturance of Multiple Intelligences in Early Childhood: The Project Spectrum Approach" with Mara Krechevsky); (7) "The Elementary Years; The Project Approach in the Key School Setting"; (8) "Approaching School Intelligently: Practical Intelligence at the Middle School Level" (with Mara Krechevsky); (9) "Disciplined Inquiry in the High School: An Introduction to Arts PROPEL"; (10) "Assessment in Context: The Alternative to Standardized Testing"; (11) "Beyond Assessment: The Aims and Means of Education"; (12) "Intelligences in Seven Phases"; (13) "Engaging Intelligence" (with Mindy Kornhaber and Mara Krechevsky); and (14) "Multiple Intelligences Theory in 2013" (Epilogue). Four appendixes contain acknowledgments, a list of related articles by Howard Gardner, a list of other works about multiple intelligences, and a list of workshop presentations. A name index and a subject index are included. (Contains 402 references.) (SLD)

ED 446 125 TM 031 887

Prince, Jeffrey P.; Heiser, Lisa J.
Essentials of Career Interest Assessment. Essentials of Psychological Assessment Series.
PUB DATE- 00
NOTE- 278p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Choice; Career Counseling; Evaluation Methods; *Interest Inventories; Measures (Individuals); *Psychological Testing; *Test Use
IDENTIFIERS- Self Directed Search; Strong Interest Inventory

This book is a quick reference source to guide the career professional through the essentials of using the most popular career interest tools. It summarizes important technical

IDENTIFIERS- *International Baccalaureate; *Texas

The participation and performance of 11th and 12th grade Texas public school district students in the College Board's Advanced Placement (AP) and International Baccalaureate (IB) Organisation courses and examinations during the 1998-1999 school year were investigated. The number of students taking the AP and IB examinations was higher than in previous years, as was the number of schools with AP examinees. Participation rates for African Americans and especially for Hispanic American students continued to climb, but still lagged behind those for Whites and Asian Americans. The rate for females continued rising faster than that for males. Performance, as measured by the number of AP examinations in the 3-5 score range and number of IB examinations in the 4-7 range was highest in 1999, improving steadily since 1995 for AP and 1996 for IB. Performance as measured by the percentage of AP examinations in the 3-5 score range declined from 60.6% in 1996 to 55.0% in 1997, a result partly due to the rapid increase in the number of AP examinees. White students continued to outscore African Americans and Hispanic Americans on AP and IB examinations. Comparisons of AP results to other states and the nation were also drawn for all Texas public and nonpublic school students. The dramatic increase in state funding for the Texas AP/IB Incentive Program in the 1000-1001 biennium, as well as finding available through federal and local incentive programs, should provide many necessary supports for substantially increasing the number of Texas high school students taking AP and IB courses. Appendixes contains summary tables, results by district, and results by district analysis categories. (Contains 37 tables, 5 figures, and 53 references.) (Author/SLD)

ED 446 147 TM 031 909

Results of College Admissions Testing in Texas for 1998-99 Graduating Seniors.
PUB DATE- 00
NOTE- 112p.; For the 1997-1998 report, see ED 440 138.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Entrance Examinations; *High School Seniors; High Schools; Public Schools; *Racial Differences; Scores; *Test Results
IDENTIFIERS- ACT Assessment; Scholastic Assessment Tests; *Texas

The participation and performance of 1998-1999 public school graduates in Texas on the College Board's SAT I: Reasoning Test and the ACT Inc. ACT Assessment were studied and compared to results from other states and the United States as a whole. The highest combined number of Texas public school graduates ever (113,807 or 61.8%) took either the SAT I or ACT before or during 1998-1999, meaning that a greater number of Texas students than ever before sought external feedback about their academic readiness for college through these tests. Performance, as measured by the combined number of tested graduates achieving either SAT I total scores of 1110-1600 or ACT Composite scores of 24-36 (30,901 students) was highest in 1999. The percentage of SAT I- and ACT-tested graduates scoring within these higher ranges on either test was 27.2% in 1999, a 2.2 percentage point gain since 1991. African Americans, Hispanics, Whites, males, and females showed similar trends in overall improvement since 1991. The numbers tested have increased since 1998, but the state's mean performance has held neighborhoods were less likely to use illicit drugs than nonreligious youth living in suburban neighborhoods. This study indicates that the degree to which being religious decreased a youth's probability of using illicit drugs decreases the older a teenager becomes. Youth who had good family relations, did well in school, had nondrug-using friends, and possessed antidrug attitudes were even less likely to use illicit drugs when they were also religious. The effect of religious commitment among poor urban teenagers was statistically significant for all categories of illicit drugs, including hard drugs. Appendixes discuss study details, illustrate variable operationalization, present the analytic model, and contain data tables and figures. (Contains 3 tables, 2 figures, and 37 endnotes.) (SLD)

ED 446 167 UD 033 795

Males, Mike; Macallair, Dan
Dispelling the Myth: An Analysis of Youth and Adult Crime Patterns in California over the Past 20 Years. Policy Report.
SPONS. AGENCY- California Wellness Foundation.
PUB DATE- 00
NOTE- 19p.; Also supported by grants from the Haigh Scatena and Greenville Foundations.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Adults; Age Differences; *Crime; Ethnicity; *Racial Differences; Trend Analysis
IDENTIFIERS- *California

To examine the theory of growing criminality among today's youths, this study analyzes youth and adult crime rates in California from 1975 to 1991. Data were obtained from the California Department of Justice for arrest statistics by age, race, ethnicity, sex, and offense, statewide and by county and from the state department of finance. From 1978 to 1998, teenagers showed a major decline in arrests, while young adults showed a minor increase, and adults aged 30 years and older showed major increases in felony arrests. Different population groups showed sharply different rates of felony arrest. Among white teenagers, murder rates and trends resembled those for adults, but murder rates among Black, Latino, and Asian youth showed large cycles with sharp increases in the early 1980s and early 1990s. The analysis of official crime statistics shows that today's teenagers are not more criminally prone than past generations. The popular claim that the rising teen population means more crime and violence is a myth. An appendix contains two tables of California arrest rates. (SLD)

ED 446 168 UD 033 796

Schiraldi, Vincent; Soler, Mark
The Will of the People? The Public's Opinion of the Violent and Repeat Juvenile Offender Act of 1997.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Adults; College Admission; Crime; Federal Legislation; *Juvenile Justice; Prevention; *Public Opinion; Surveys
IDENTIFIERS- *Status Offenders

The Violent and Repeat Juvenile Offender Act of 1997 (S-10)

Significant Child Support Changes Benefitting Low-Income Children. A Brief Explanation.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Support; *Children; *Fathers; Federal Legislation; *Financial Support; Low Income Groups; Poverty; Welfare Recipients; Welfare Services
IDENTIFIERS- *Noncustodial Parents; *Welfare Reform

H.R. 4678, the Child Support Distribution Act of 2000, was scheduled for debate and a vote in the House of Representatives in September 2000. This bill would help poor children escape poverty, strengthen families, and build on and enhance welfare reform. The support changes in this bill would allow more of the child support collected from noncustodial parents (the majority of whom are fathers) to reach the children on whose behalf the payments are made. It would ensure that once a family left welfare, the family would have first claim on all child support paid by the father, rather than having child support go first toward the debt to the state. The bill would also create incentives for states to allow families to benefit from child support paid on their behalf. The fatherhood provision of the bill would provide funding to community-based and state programs working directly with low-income noncustodial parents. H.R. 4678 includes a number of provisions that would be beneficial to low-income children, families, and noncustodial parents. These provisions represent an investment in stronger families that should make child support easier to administer as states become empowered to integrate collection and distribution of child support with welfare reform strategies. (SLD)

ED 446 188 UD 033 817

Singh, S. P.
Dynamics of Deprivation and Educational Implications: Some Hypotheses and Impressions. An Interdisciplinary Sensorium Report. Revised.
SPONS. AGENCY- Department of Health, Education, and Welfare, Washington, DC.
PUB DATE- 99
NOTE- 67p.; For the original report, see ED 117 255.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; Conference Proceedings; *Disadvantaged Youth; Elementary Secondary Education; Grouping (Instructional Purposes); Labeling (of Persons); *Learning; Linguistics; *School Role

This document is a revised report on a "sensorium" organized in 1974 to encourage participants to sense and feel the effects of deprivation on disadvantaged people, with a focus on students in elementary and secondary schools and on educators involved in educational reform efforts. The interdisciplinary gathering gave professionals a chance to sense, as well as discuss, issues of deprivation among students. Conference participants representing various disciplines explored how they defined and assessed problems of deprivation and disadvantage. It was hypothesized that the syndrome of deprivation and disadvantage is universal, with stylistic features that deprived people budgeting. The study is based on interviews with reform office staff and budget office directors, as well as principals, teachers, leadership team parents and staff members, district budget trainers, and external training program directors and trainers. Training materials and training evaluations were also examined. Descriptions of the programs in the three cities resulted in the identification of five key practices for model training: (1) institutional support for site-based decision making; (2) comprehensive training and information programs; (3) accessibility of training; (4) understandable training and materials; and (5) external training and technical assistance. The lesson that can be drawn from New York City is that the task is large and requires good decision making and substantial amounts of time. Training for all parent and community members is critical, and trainers need to help school leadership teams review all their schools' resources. (SLD)

ED 446 207 UD 033 843

Clare, Lindsay; Valdes, Rosa; Patthey-Chavez, G. Genevieve
Learning To Write in Urban Elementary and Middle Schools: An Investigation of Teachers' Written Feedback on Student Compositions.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Students; *Feedback; *Middle School Students; Middle Schools; *Urban Schools; Writing (Composition); *Writing Instruction

This study investigated the nature of written instructor responses to student writings and the relationship of these written responses to the quality of subsequent student work in urban elementary and middle schools. Most of the 22 instructors who submitted the study's body of student writings (n=114) provided their students with some sort of written feedback, and most of their students incorporated that feedback into their subsequent drafts. Instructors tended to focus most on standardizing their students' written output, with measurable success. Student papers received little feedback about content or organization, and these qualities generally did not change over successive drafts. Despite the proliferation of reform programs targeting urban schools, classroom teachers may need more support to improve the skills and knowledge necessary to implement reform practices in the teaching of writing. The present study could help focus these reform efforts by helping teachers improve the quality of their feedback on student writing at both the elementary and secondary level. (Contains 7 tables, 3 figures, and 29 references.) (SLD)

ED 446 208 UD 033 844

Dalaker, Joseph; Proctor, Bernadette D.
Poverty in the United States, 1999. Current Population Reports.
PUB DATE- 00
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Census Figures; *Demography; Disadvantaged Youth;

delivery system, as well as student achievement in mathematics courses. New initiative funding was invested in college-wide faculty development producing over 70 staff members as participants in the project. Moreover, this venture capital supported the design, acquisition, and construction of three multimedia mediated-learning classrooms that can accommodate over 1200 mathematics students in a semester. This paper explores the development and design of this project. This paper describes the background, investigation, development of the plan, preparation of the funding rationale, preparation of faculty and facilities, designing the outcome assessment tools, psychometric analysis of the Mathematics Post-Test for this project. Three quasi-experimental studies are proposed which would identify any differential effects of Academic Systems Mediated Learning courses in Interactive Mathematics vs. the regular Developmental Math courses on basic arithmetic and algebra skills of two-year community college students. Overall, the study of Institutional Research Department establishes that scores on the Tri-Campus Mathematics Post-Test continuum can be reliably equated to some relevant cognitive or behavioral skill, specifically arithmetic and algebra skills. (VWC)

ED 445 705 JC 000 573

The Institutional Relations Review, December 1997.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audits (Verification); Compliance (Legal); *Educational Finance; Educational Legislation; *Legislation; Postsecondary Education; *Student Costs; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Alaska

The Alaska Commission on Postsecondary Education's (ACPE) Institutional Relations Review seeks to provide the postsecondary schools in Alaska with information that pertains to the daily involvement with the Alaska Student Loan Programs, Institutional Authorization, Compliance Audit functions and other related subjects. This first edition also includes "Who's who in IR." Following are some of the most important items. Alaska Student Loan regulation 20 AAC 15.950 (f) states: an institution may not hold a loan warrant for longer than 60 calendar days after the date the warrant is issued or 60 calendar days after the beginning of the term for which the warrant is issues, whichever is later. Audit staff reviews for compliance with the 60-day regulation during compliance audits. Violation of this regulation is a reportable finding and is included in the calculation of the institution's error rate. Under new legislation (SB 189) which became effective 7/1/97, any application received from a borrower who has previously defaulted on an Alaska Student Loan must be denied even if their defaulted loan is now paid in full. The first ever CRNAA (Council of Recognized National Accrediting Agencies) Convention was held in October 1997. Over 500 representatives of postsecondary educational institutions offering career and vocational training throughout the United States attended the convention. (Author/JA)

ED 445 706 JC 000 574

The Institutional Relations Review, 1998.

information. This resource guide begins with an alphabetical listing of Arizona institutes. It then gives a listing of postsecondary sectors, which lists state universities, public community colleges, independent colleges and universities, program-oriented schools and bible and divinity schools, business schools, cosmetology and barber schools, flying schools, health schools, home study and correspondence schools, modeling and fine arts schools, real estate schools, technical and trade schools, and training, employment and skill centers. This resource guide also provides a list of programs of study (such as accounting, astronomy, chemistry, computers and information systems, education, graphic design, finance and banking, library science, social services, and zoology) and the institutions where these majors are offered. It describes new opportunities provided by the Western Undergraduate Exchange (WUE) for 1999-2000. A list of institutions and programs open to eligible WUE students on a space available basis is also outlined. The remaining portion of this resource guide presents each institution's unique admission guidelines, program requirements, and course offerings. (VWC)

ED 445 726 JC 000 662

Trident Technical College 1998 Graduate Follow-Up.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Employment; *Graduate Surveys; Job Placement; *Outcomes of Education; Student Reaction; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Trident Technical College SC

Presents the results of South Carolina's Trident Technical College's (TTC's) 1998 graduate follow-up survey report of 915 TTC graduates. Graduates were surveyed and results were obtained for the following items: graduate goals, employment, placement rates, graduates in related fields, when job were obtained, job finding methods, job locations, job satisfaction, job preparation, salaries, continuing education, satisfaction with education at TTC, processes and services, life skills accomplishments, and demographics by age group, gender, ethnic origin, and attendance characteristics. Graduates were more satisfied with all but one of the processes and services rated (Co-op Services) than they had been since 1991. The campus-wide quality effort could account for this improvement. The 1998 graduates were well satisfied with their education at TTC and felt their education or training prepared them for their jobs. In keeping with national norms, females generally received lower salaries than males. However, 1998 black graduates had a higher median salary than whites, which is contrary to previous years. The appendix includes the State Board for Technical and Comprehensive Education graduate placement rate results (1994-1998) for all programs, the allied health sciences, arts and sciences, business technology, community, family and child services, hospitality, tourism and culinary arts, industrial and engineering technology, nursing, and public service according to certificates, associate degrees, and diplomas awarded. (VWC)

ED 445 727 JC 000 663

PVCC Fact Book, 1998-1999.
PUB DATE- 00

a glossary of acronyms. (VWC)

ED 445 746 JC 000 603

Shymoniak, Leonard
System Performance on Partnership for Excellence Goals: District and College Baseline Data for 1996-97, 1997-98, and 1998-99.
PUB DATE- 00
NOTE- 99p.; Produced with assistance from ZoAnn Laurente.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Assessment; *Organizational Objectives; Performance Factors; *Success; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This report presents district- and college-level Management Information System (MIS) baseline information for two fiscal year periods 1997-98 and 1998-99 specific to the systemwide Partnership for Excellence performance goals. The primary purpose of this report is to feed back data contained in the MIS on district and college performance related to the five Partnership goals. This report contains the following sections, each of which presents a goal statement supported by statistical data related to that goal: (1) a preface; (2) a statewide progress report on partnership goals; (3) goal one--transfer; (4) goal two--degrees and certificates; (5) goal three--successful course completion; (6) goal four--workforce development: successful course completion of vocational education courses; (7) goal five--basic skills improvement; and (8) appendices, which include the Partnership for Excellence goal statement, chaptered legislation on Partnership for Excellence (Education Code Section 54754), developing contingent funding methods for the Partnership for Excellence: a Chancellor's Office working paper, statewide percent change/improvement needed to achieve Partnership for Excellence goals by year 2005-06, and Partnership for Excellence report specifications. The appendices of this report provide additional background information on Partnership for Excellence and the methodology and rationale used to project goals through the year 2005. (VWC)

ED 445 747 JC 000 604

Grosset, Jane; DiIenno, Michael
A Comparison of Community College of Philadelphia Student Outcomes with the Outcomes of Other Pennsylvania Community College Students.
PUB DATE- 00
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Community Colleges; Educational Opportunities; *Outcomes of Education; *Student Educational Objectives; Two Year Colleges
IDENTIFIERS- *Community College of Philadelphia PA

Highlights some findings from the Pennsylvania Commission for Community Colleges database, including student demographics, student persistence at the community colleges, educational objectives of students, and transfer and employment activities of community college graduates. Compares the fall 1998 student

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)

DESCRIPTORS- *Adjustment (to Environment); Attachment Behavior; Brain; Caregiver Child Relationship; *Day Care; Early Childhood Education; *Early Experience; Employer Supported Day Care; *Evaluation Criteria; Family Day Care; Individual Characteristics; Parent Attitudes; Parent Child Relationship; *Parents; Videotape Recordings; Young Children

IDENTIFIERS- Brain Development; Caregiver Qualifications; Day Care Quality; *Day Care Selection; *Parent Caregiver Relationship

Finding the right child care is often challenging for parents, but it is one of the most important decisions a parent will ever make. This videotape is intended to help parents with the process of evaluating child care options. The 30-minute video is presented in seven parts. Part 1, "Choosing Child Care," discusses why quality child care is important for children's healthy development and what one should look for when choosing care. Part 2, "Your Child's Caregiver," presents questions to ask a potential caregiver, discusses the importance of finding out the caregiver's experience and training, and identifies important characteristics of good caregivers. Part 3, "Family Care," presents questions for family caregivers, with videotaped footage of children in a family care setting. Part 4, "Care in Your Own Home," describes various types of in-home care, including relative care and care by a nanny. Part 5, "The First Day," deals with parents' and children's emotional adjustment to the first day in child care, noting how one's emotions reflect the positive bond between parent and child. Part 6, "Working with Your Caregiver," discusses the importance of parents staying involved with their child's caregiver on a daily basis; communicating with their child's caregiver, especially in relation to transitions, toilet training, and discipline; and how to deal with disagreements with their child's caregiver. Part 7, "Working with Your Employer" concerns ways employers can support child care for their employees' children. The video concludes by noting the importance of parents staying involved in their child's child care placement and becoming an agent for positive change. (KB)

ED 445 768 PS 027 582

Wenz-Gross, Melodie; Parker, Robin

Differences in Stress and Social Support among Students Entering Urban, Urban Fringe, or Suburban Middle Schools.

PUB DATE- 99

NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Early Adolescents; *Middle School Students; Middle Schools; Peer Relationship; Predictor Variables; School Attitudes; *Social Support Groups; *Stress Variables; *Student Adjustment; Student Attitudes; *Student Motivation; Student Needs; Suburban Schools; Urban Schools

Noting that both stress and social support play an important role in middle school students' adjustment and motivation for school, two studies compared the stress and social support experienced by students entering middle school in different settings. The two studies of middle school students included nonparental adults, and mail surveys of 218 employers and 216 children's advocates. Major findings indicated that most parents of young children say they should bear primary child care responsibility. Seventy percent of parents believe that having a full-time parent at home is the best way to provide care for children under 5 years, with nearly half having made arrangements to do so. Parents generally regard day care centers with substantial distrust and often consider them as the option of last resort. Most parents indicated that day care should be improved rather than abandoned. The majority of parents using day care were pleased with their arrangement. Parents were primarily interested in tax policies that would make it more affordable for them to have a parent at home full-time during children's earliest years. Fewer than half the parents thought their employer was doing as much as could be expected about child care. Most employers were sympathetic but found it difficult to offer child care benefits. Child advocates believed that high-quality day care centers could be designed to provide care equivalent to that of parents. (Supportive data tables, endnotes, and a description of the methodology conclude this report.) (KB)

ED 445 787 PS 028 835

Johnston, Janet M.
Kids Count in Nebraska: 1999 Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 41p.; For 1998 Report, see PS 028 821.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; *Counties; Day Care; Demography; Drug Use; Early Childhood Education; Early Parenthood; Economic Status; Elementary Secondary Education; Family (Sociological Unit); Family Violence; Foster Care; Infant Mortality; Juvenile Justice; Nutrition; Prenatal Care; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Welfare Services; *Well Being; Youth Problems
IDENTIFIERS- *Indicators; *Nebraska; Out of Home Care

This Kids Count report is the seventh to examine statewide trends and county data on the well-being of Nebraska's children. The bulk of this statistical report presents findings on indicators of well-being in eight areas: (1) child abuse and neglect/domestic violence (investigated and substantiated cases, who reports, types of abuse, domestic violence shelters, how domestic violence affects children); (2) early childhood care and education (early childhood development, early childhood education programs, Early Head Start, child care facilities and subsidies, Nebraska Good Beginnings); (3) economic well-being (Earned Income Tax Credit, single parent families, divorce and child support, Family Mentoring Project, Temporary Assistance to Needy Families); (4) education (high school graduates, school dropouts, expelled students, special education, educational achievement scores); (5) physical and behavioral health (births, prenatal care, low birth weight, secondhand smoke, births to teens, out-of-wedlock births, immunizations, blood lead levels, access to health care, infant mortality, child deaths, suicide and homicide, drug use, seat belt use, drinking and driving, weapons, fighting, teen sexual behavior, mental health and substance abuse treatment, is a list of sleep treatment centers accredited by the American Sleep Disorders Association and a list of resources from the American Academy of Pediatrics. (KB)

ED 445 885 PS 028 897

Rotenberg, Ken J., Ed.; Hymel, Shelley, Ed.
Loneliness in Childhood and Adolescence.
PUB DATE- 99
NOTE- 405p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescent Development; *Adolescents; Attachment Behavior; Child Development; *Children; Emotional Adjustment; *Emotional Development; *Emotional Response; Friendship; Individual Differences; Interpersonal Relationship; *Loneliness; Measurement Techniques; Models; Parent Influence; Peer Relationship; Psychological Needs; Research Problems; Sex Differences; *Theories
IDENTIFIERS- Identity Formation; Social Information Processing

Despite the apparent universality of loneliness and its link to psychosocial maladjustment, research on loneliness has emerged rather recently in the history of psychology. This book brings together varied theories and lines of research on loneliness among children and adolescents to provide a source for future research. The chapters are: (1) "Childhood and Adolescent Loneliness: An Introduction" (Ken J. Rotenberg); (2) "The Conceptualization and Measurement of Childhood Loneliness" (Beverley Terrell-Deutsch); (3) "Understanding the Origins of Childhood Loneliness: Contributions of Attachment Theory" (Jude Cassidy and Lisa J. Berlin); (4) "Developmental Change in the Sources of Loneliness in Childhood and Adolescence: Constructing a Theoretical Model" (Jennifer T. Parkhurst and Andrea Hopmeyer); (5) "Loneliness through the Eyes of Children" (Shelley Hymel, Donato Tarulli, Laura Hayden Thomson, and Beverley Terrell-Deutsch); (6) "Loneliness during Early Childhood: The Role of Interpersonal Behaviors and Relationships" (Kim B. Burgess, Gary W. Ladd, Becky J. Kochenderfer, Sharon F. Lambert, and Sondra H. Birch); (7) "Connections among Loneliness, the Ability To Be Alone, and Peers Relationships in Young Children" (Lise M. Youngblade, Lisa J. Berlin, and Jay Belsky); (8) "A Social-Information-Processing Approach to Children's Loneliness" (Nicki R. Crick, Jennifer K. Grotpeter, and Carol M. Rockhill); (9) "Parental Antecedents of Children's Loneliness" (Ken J. Rotenberg); (10) "Dimensions of Children's Friendship Adjustment: Implications for Understanding Loneliness" (Jeffrey G. Parker, Jill L. Saxon, Steven R. Asher, and Donna M. Kovacs); (11) "Adolescent Loneliness, Self-Reflection, and Identity: From Individual Differences to Developmental Processes" (Luc Goossens and Alfons Marcoen); (12) "The Uses of Loneliness in Adolescence" (Reed W. Larson); (13) "Social Self-Discrepancy Theory and Loneliness during Childhood and Adolescence" (Janis B. Kupersmidt, Kathy B. Sigda, Constantine Sedikides, and Mary Ellen Voegler); (14) "Self, Other, and Loneliness from a Developmental Perspective" (Lorrie K. Sippola and William M. Bukowski); (15) "Adolescent Loneliness and Adjustment: A Focus on Gender Differences" (Linda J. Koenig and Robin F. Abrams); and (16) "Examination of Loneliness in Children- Adolescents and in Adults: Two Solitudes or Unified Enterprise?" (Daniel Perlman and Monica A. Landolt). Contains 759 references. (KB)

Newman, Sanford A.; Fox, James Alan; Flynn, Edward A.; Christeson, William
America's After-School Choice: The Prime Time for Juvenile Crime, or Youth Enrichment and Achievement.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Edna McConnell Clark Foundation, New York, NY.; Grant (W.T.) Foundation, New York, NY.
PUB DATE- 00
NOTE- 36p.; Additional support from the Institute for Civil Society, the After-School Corporation, and the Naomi and Nehemiah Cohen Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Education; *After School Programs; Crime; *Elementary Secondary Education; *Prevention
IDENTIFIERS- Program Characteristics

Noting that after-school programs have the potential to reduce not only juvenile crime but also later adult crime, this report examines the needs for after-school programs, the impact of such programs on youth, and the importance of quality programming. Following an executive summary, the report is presented in six chapters. Chapter 1 details statistics showing that unsupervised youth are at risk for becoming crime victims, having an automobile accident, or engaging in other risky behavior during the hours after school. Chapter 2 presents research findings suggesting that after-school programs cut crime and violence; cut smoking, drug use, and sex; and enhance educational and social development because they provide a safe haven and influence youth values and skills. Chapter 3 describes federal grant programs funding after-school programs, noting that the need for after-school programs remains unmet. Chapter 4 discusses the importance of quality and argues for evaluating program design and providing adequate funds to attract, train, and retain good, caring program staff. Chapter 5 argues that investments in after-school programs pay for themselves in lives and in tax dollars. Chapter 6 presents findings indicating that law enforcement professionals believe that providing after-school programs is one of the most effective strategies for reducing youth violence. (Contains 68 endnotes.) (KB)

ED 445 824 PS 028 927

The Safe Nursery: A Booklet To Help Avoid Injuries from Nursery Furniture and Equipment.
PUB DATE- 00
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Safety; Furniture; Home Furnishings; *Infants; *Injuries; *Prevention; *Risk Management; *Safety

Noting that parents and caregivers of infants and young children need to be aware of many potential hazards in the child's environment, this booklet provides assistance in buying nursery products, using them safely, and keeping them in good repair.

oriented toward the majority may be beyond the comfort zone of this group. Universities, research agencies, and business assistance agencies might better serve high-performance firms by positioning themselves as "contact facilitators." (Contains 14 references.) (TD)

ED 445 842 RC 022 517

Illinois Institute for Rural Affairs Annual Report, 1999.
PUB DATE- 00
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agriculture; Annual Reports; *Economic Development; *Educational Research; Institutes (Training Programs); *Policy Analysis; Public Health; Research Projects; *Rural Development; *Rural Education; *Strategic Planning; Technical Assistance
IDENTIFIERS- *Illinois; Public Transportation; Technology Integration

The Illinois Institute for Rural Affairs (IIRA) started at Western Illinois University in 1989. An outgrowth of the population declines and economic stagnation during the early 1980s, it provides a comprehensive program of applied research, technical assistance, policy evaluation, and educational outreach to community leaders and residents in rural Illinois. Based on the premise that a holistic approach is required for successful community development, IIRA focuses on six main issues; economic development, education, health care, public transportation, public management, and value-added agriculture. Following an introduction and brief sections on strategic planning efforts, personnel, funding, structure, and scope of activities, the bulk of this annual report is organized around IIRA's four main goals: 1) develop rural public policy, which includes value-added agricultural businesses, a strategic plan for rural development in Illinois, and an annual report on the status of rural Illinois; 2) advance the state of knowledge on rural issues, which encompasses research on economic development, rural health, social and demographic concerns, and education; 3) provide high quality training, including conferences, training seminars, and instructional activities; and 4) provide technical assistance to economic development agencies. An appendix lists activities performed by institute personnel, including books, book chapters, journal articles, project reports, IIRA Rural Research Reports, Illinois Rural Life Panel, professional and trade publications, book reviews, conference presentations, other presentations, training and technical assistance programs, other off-campus professional activities, and grants. (TD)

ED 445 843 RC 022 518

Peters, Brian; Hudson, Pamela Forsyth; Kehoe, Karly
The New Learning Guide: Education Opportunities, Alternatives and Enhancements for Maritime Communities.
PUB DATE- 00
NOTE- 149p.; Funding provided by the Donner Canadian Foundation.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

working to pass a bond issue to build a new elementary school. The story provides several lessons about passing school bond issues. First, credible leadership from within the school system is important. The superintendent must be viewed as serving the overall good of the school, and the school board and school staff must actively support the bond's passage. Second, community outreach and communication are critical parts of the political process. A well-orchestrated public relations campaign can be helpful, and the importance of sharing information with senior citizens cannot be overstated. It is also important to include members of all segments of the community in project planning and keep the local newspapers informed. Finally, the hard work of volunteers is invaluable in achieving success. (SV)

ED 445 861   RC 022 646

Swedberg, Dan
Maintaining Respect for the Past and Flexibility for the Future: Additions and Renovations as an Integrated Sequence.
PUB DATE- 00
NOTE- 25p.; Chapter 6 in: Improving Rural School Facilities: Design, Construction, Finance, and Public Support; see RC 022 640.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Facilities Design; *Educational Facilities Improvement; *Educational Facilities Planning; Elementary Secondary Education; Flexible Facilities; *Rural Schools; *School Buildings; School Community Relationship; School Expansion; *Sequential Approach

As an alternative to new construction or consolidation, many rural communities are considering the option of retaining their existing schools, upgrading them through renovations, and providing community-sensitive and effective additions as needed. The feeling of being connected to one's community can be enhanced by the continuity of community institutions, and in rural areas the school is an important community institution. The integrated sequence approach to an addition or renovation project is distinguished primarily by the commitment and effort applied to analyzing the existing building and integrating meaningful existing elements with new elements. Challenges to successful school renovation include state and federal building codes and standards, the need for flexible design, and environmental concerns. Steps in the integrated sequence approach involve organizing participants; formulating a plan that considers the life expectancy of existing buildings, elements with potential for reuse, the value of existing building components, and other cost variables; maintaining good communications with the community and the builders during the construction phase; commissioning the building; and final completion. Case histories describe the sequential renovation and development of school buildings in Cambridge, Minnesota, and McGregor, Minnesota. (Contains 26 references.) (SV)

ED 445 862   RC 022 647

Passarelli, Angelo; Goehring, Wade; Harley, Anne
Managing the Rural School Facility Construction Process.
PUB DATE- 00
NOTE- 13p.; Chapter 7 in: Improving Rural School Facilities: Design, Construction, Finance, and Public Support; see RC 022

Secondary Education; *Environmental Education; Foreign Countries; Higher Education; Literacy; Marine Education; National Parks; *Sustainable Development
IDENTIFIERS- Malaysia; South Korea; Vietnam

This document contains the proceedings from an international workshop entitled "Environmental Education in Asia and Beyond" held October 11-15, 1990 in the Republic of Korea. Papers include: (1) "Towards Education for a Sustainable Future in Asia and the Pacific" (Heck, Debbie); (2) "Communication Strategies for Sustainability" (Day, Brian A.); (3) "Learning and Teaching about the Environment" (Monroe, Martha); (4) "Developing Environmental Education Programs for Sustainability" (Monroe, Martha); (5) "Writing Proposals and Seeking Funding" (Monroe, Martha); (6) "Tips on Evaluation of Environmental Education Programs (1)" (Monroe, Martha); (7) "Tips on Evaluation of Environmental Education Programs (2)" (Monroe, Martha); (8) The Relationship between Environmental Education and Media in China" (Ding, Hongmei); (9) "Environmental Education for Sustainable Development" (Gurung, Hum); (10) "Environmental Education as a Vehicle to Promote Environmental Literacy in Low Literate Societies of the World" (Daudi, Sabiha); (11) "Environmental Education in China" (Wen, Bo); (12) "Capacity Building for Biodiversity Conservation in Vietnam" (Tung, Do Quang); (13) "Environmental Education in the Philippines" (Lapitan, Portia); (14) "Environmental Education Route in Conservation Area" (Hendarti, Latipah); (15) "Coast and Marine Schools Project" (Rodrigue, Mark); (16) "Environmental Education for Visitors in Korea National Parks" (Park, Kyeong); (17) "Ecological Education and Public Awareness" (Janjaadorj, Junduyn); (18) "Development and Implementation of an Environmental Education Program by Sabah Forestry Development" (Joeman, Bernadette); (19) "Case Study of Environmental Education Program of Forest for Life" (Lee, Kang Oh); (20) "Planning and Conducting an Environmental Education Workshop for a Rural Malaysia Community" (Lim, Gary); and (21) "Development Objective (Long-Term Objective) of The Project Vie/98/018 'Environmental Education in the Schools of Vietnam' (1999-2004)". (CCM)

ED 445 880 SE 063 393

Kessel, Cathy
An Arithmetic Carol.
PUB DATE- 00
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Algebra; *Arithmetic; Elementary Secondary Education; *Mathematics Education
IDENTIFIERS- Representations (Mathematics)

This paper illustrates a different conception of arithmetic, an arithmetic with reasons as well as rules. This arithmetic includes making connections between different representations and making sense of rules as well as using them. It provides a foundation for "Algebra the Web of Knowledge and Skill" in the sense that algebra can be seen as the generalization, formalization, and symbolization of this arithmetic. Past and recent views of arithmetic are contrasted in order to make the differences between them explicit. Arithmetic yet to come is also considered. (Contains 27 references.) (ASK)

ED 445 881 SE 063 401

The Urban Systemic Initiatives (USI) program targets cities with the largest numbers of school-aged children living in poverty, as determined by the 1990 census. The purpose of this paper is to provide evaluation data concerning the development and implementation of a resource teacher program in one of the urban systemic initiative sites. This paper provides evaluation data concerning the development and implementation of a resource teacher program in one of the urban systemic initiative sites during its second year of implementation. The professional development model in this urban systemic initiative is based upon a model presented by Lieberman and Miller. Within the reform of mathematics and science in this large urban district, some elements of the model have been able to manifest themselves and others have presented challenges and struggles. (ASK)

ED 445 904 SE 063 926

Kaper, Wolter H.; Goedhart, Martin
Teaching Energy without Dogma.
PUB DATE- 99
NOTE- 6p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Chemistry; *Energy; Epistemology; Foreign Countries; Higher Education; Learning Processes; Scientific Concepts; Secondary Education; Textbooks; Thermodynamics
IDENTIFIERS- University of Amsterdam (Netherlands)

This study investigates the difficulties first year chemistry students have with learning the concept of energy. Students have difficulty understanding heat and work as path functions and energy as a state function. Textbooks analysis, the evaluation of current practice and teaching experiments, and epistemological analysis were conducted during the study, and all are reported on. (YDS)

ED 445 905 SE 063 931

Lin, Sunny S. J.; Tsai, Chin-Chung
Teaching Efficacy along the Development of Teaching Expertise among Science and Math Teachers in Taiwan.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Higher Education; Mathematics Education; Mathematics Teachers; *Pedagogical Content Knowledge; Science Teachers; *Self Efficacy; *Teacher Effectiveness
IDENTIFIERS- *Taiwan

For many teacher education programs, the development of the effective teacher is one of their primary goals. Research has shown that teachers' sense of efficacy is a significant indicator of effective teacher teachers. This study attempts to reveal novice, beginning, and expert science and mathematics in-service or pre-service teachers' pedagogical knowledge and how the teachers' knowledge is related to their sense of efficacy. The expert and beginner teachers reported higher teaching

MacKinnon, Gregory; Yetman, Krista
The Acadian Dikes: An Interdisciplinary Study of Technology.
PUB DATE- 00
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Foreign Countries; Integrated Curriculum; *Interdisciplinary Approach; Science Activities; *Technology; *Water Resources
IDENTIFIERS- *Acadians; *Dikes

Technology has a unique place in the elementary classroom. It provides an unparalleled vehicle for integrating many traditional subject areas. It serves to break down curricular barriers while at the same time promoting situated learning. This paper describes the implementation of a unit that focuses on the technology of the dike systems. Dikes have been used world wide to reclaim land from the ocean. This curriculum project is particularly relevant to students in the dikelands described herein, however, it serves as a model for choosing regional industry to develop technology-centered curriculum. Includes the worksheet reviewing information on Acadians and resource list. (Author)

ED 445 930 SE 064 160

Devon, Richard; Hager, Wayne; Lesenne, Jacques; Saintive, Dominique
Student Outcomes of International Collaborations.
PUB DATE- 98
NOTE- 6p.; Paper presented at the International Conference for Engineering Education (Rio de Janiero, Brazil, August 17-20, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; Cultural Differences; Curriculum; Design; *Engineering Education; Foreign Countries; Higher Education; *International Cooperation; Technology
IDENTIFIERS- France; Global Economy

Establishing international collaborations between engineering education programs often entails a number of different activities, none of which are easy to establish or maintain. It is easy to lose sight of the goals. This paper suggests using student outcomes as a way of assessing and focusing these collaborations. The topic will be addressed using the experiences and data from a 5-year collaboration between the Universite d'Artois in France and Penn Sate University in the USA. Anecdotal data will be used from students who have engaged in collaborative design projects, in discussions of ethics, and who have had cross-national co-operative experiences. Key issues studied will be the positive role of cross-cultural differences, the preparatory role of such student experiences for working in the global economy, and the ability of information technology to internalize the in-house engineering curriculum. (Author)

ED 445 931 SE 064 163

Barboza, Christina Helena
The Contribution of History to Engineering Education.

information, teaching suggestions, student workshops, and the answers expected for each activity. (Author/BT)

ED 445 952 SO 031 090

Liverman, Diana; Solem, Michael
The Geography of Greenhouse Gas Emissions: Hands-On! Developing Active Learning Modules on the Human Dimensions of Global Change.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 212p.; Module developed for the AAG/CCG2 Project "Developing Active Learning Modules on the Human Dimensions of Global Change." For related items, see SO 031 087, SO 031 089-094, and SO 031 096.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; Ecology; *Geography; Global Approach; *Greenhouse Effect; Higher Education; Human Geography; Thematic Approach; Thinking Skills; Undergraduate Study

This learning module aims to engage students in problem solving, critical thinking, scientific inquiry, and cooperative learning. The module is appropriate for use in any introductory or intermediate undergraduate course that focuses on human-environment relationships. The module examines the geography of human activities that produce the major greenhouse gases expected to cause global warming. The module teaches students about the basics of the global climate, energy balance, greenhouse effect, and the origins of regional and national emissions of the important greenhouse gases. It explores the many difficult issues involved in formulating and implementing global climate policy. The module concludes with a critical look at the international negotiations to reduce greenhouse gas emissions as required by the "United Nations Framework Convention on Climate Change." The module contains 7 tables, 8 figures, a list of acronyms, a guide, a summary, an overview, a glossary, references for all units, supporting materials, and appendixes (online sources, films, a guide to the UN Framework Convention, and selected readings). It is divided into thematically coherent; each of which consists of background information, teaching suggestions, student worksheets, and the answers expected for each activity. (Author/BT)

ED 445 953 SO 031 091

Kuby, Michael
Population Growth, Energy Use, and Pollution: Understanding the Driving Forces of Global Change. Hands-On! Developing Active Learning Modules on the Human Dimensions of Global Change.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 96
NOTE- 281p.; Module developed for the AAG/CCG2 Project "Developing Active Learning Modules on the Human Dimensions of Global Change." For related items, see SO 031 087, SO 031 089-094, and SO 031 096.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; Demography; Ecology; Economics; *Energy; *Environment; *Global Approach; Higher Education;

Economics. The lesson plans also address the National History Content Standards, in terms of both the study of the eras of world history and the study of economic history. Although the lesson plans are intended for high school students, the relevant K-4 and 5-6 benchmarks are also listed, for two purposes: (1) understanding of the knowledge and concepts found in K-4 and 5-8 benchmarks is necessary for achievement of the grade 12 benchmarks; and (2) review of the lower level benchmarks can help teachers more clearly identify conceptual building blocks. Lesson plans are: "Lesson 1: Opportunity Cost: The Soviet Choice for Growth: A Journey of Choices"; "Lesson 2: Missing Markets and Missing Prices: What Difference Does a Market Make?"; "Lesson 3: Incentives Matter: The Firm in the Soviet Economy: Why Would Anyone 'DO' That?"; "Lesson 4: Private Property Rights: Failure on the Farm: Why Should I Care?"; "Lesson 5: Transaction Costs: Life in a Soviet Household "Na Levo" When Acting within the Law Is Inconvenient"; "Activity 6: Applying the Lessons of the Soviet Union"; and "Unit Conclusion: Conclusion, Glossary and Bibliography." (BT)

ED 445 976 SO 031 700

Parrini, Michelle
After City of Chicago v. Jesus Morales: A Resource Guide for Teachers.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 00
NOTE- 50p.; Originally developed to facilitate the American Bar Association Division for Public Education's Youth Summit Online in Fall 1999.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Court Litigation; *Law Related Education; Secondary Education; Social Studies
IDENTIFIERS- Illinois (Chicago); Legal Rights; *Supreme Court; United States Constitution

This resource guide is intended to help teachers lead their students through an exploration of the issues and story of "After Chicago v. Morales." The guide explains that in 1992 the city of Chicago (Illinois) passed an ordinance authorizing the police to arrest people in a group if they failed to move along or were thought to belong to a gang. After the constitutionality of the law was challenged at all levels in the Illinois courts, it was declared unconstitutional by the Illinois Supreme Court and the decision was upheld by the U.S. Supreme Court. The guide finds that maintenance of public order, preservation of civil liberties, homelessness, and racial discrimination are some of the issues raised by "After Chicago v. Morales." The guide may supplement a study of the U.S. Constitution as an example of how legislation and the Constitution interact; classes concerned with society's problems; and classes to develop critical thinking. The guide seeks to provide teachers with substantive background from a variety of perspectives and sources for use in history, government, sociology, writing, and literature classes. It is divided into four chapters: (1) "Terms and Vocabulary"; (2) "Background about the Case"; (3) "The U.S. Supreme Court Case"; and (4) "Related Issues." Each chapter contains teaching activities and discussion questions. Includes 98 notes, a list of teaching resources, appendixes, and primary resources. (BT)

DESCRIPTORS- Biographies; *Educational History; Endowment Funds; Higher Education; *Philanthropic Foundations; Private Financial Support; United States History
IDENTIFIERS- *Peabody (George)

This volume provides an extensive and detailed inter-linking account of George Peabody's life. Annotated topic headings, which include people, places, events and institutions, are organized alphabetically and comprise the bulk of the document. Each entry describes the salient points of contact between George Peabody and the given topic, as well as noting pertinent resources and related topic headings. The first twenty pages offer a synopsis of Peabody along with ideas for approaching the manuscript. A thorough bibliography includes "Doctoral dissertations and master's theses"; "U.S. library unpublished letters and documents"; British library unpublished letters and documents"; "Canadian newspapers"; "U.S. newspapers"; "British newspapers"; and "Internet". (BB)

ED 445 999 SO 032 147

Stuhr, Patricia L., Ed.
Arts and Learning Research, 1991. The Journal of the Arts and Learning Special Interest Group of the American Educational Research Association (Chicago, Illinois, April 1991).
PUB DATE- 91
NOTE- 167p.; Assistant Editor, Elizabeth Kowalchuk.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- American Indians; *Art Education; Elementary Secondary Education; Integrated Curriculum; *Music Education; *Visual Arts
IDENTIFIERS- Music Notation; Womens History

The papers gathered in this volume were presented at the 1991 meeting of the American Educational Research Association. All the papers were presented as part of the Arts and Learning Special Interest Group (SIG) or were cosponsored by the arts SIG. Following an editorial, papers in this volume are: "Four Types of Women's History and How They Apply to Histories of Women in Art Education" (D. Soucy); "A Propositional View of Environmental Experiencing" (R. W. Neperud); "American Indian Perspectives on Environment and Art" (P. L. Stuhr); "The Inherited Legacy: Art Education in a Postmodern Age (1986)" (J. Jagodzinski); "Technical v. Liberal Content in Art: Schooling and the Reproduction of Divisions in Gender, Class, and Race" (J. Pazienza; P. Amburgy; P. Bolin); "Response to Technical Content in Art: Schooling and Reproduction of Divisions in Gender, Class and Race" (A. N. Johnson); "Historical Sense through the Arts: An Inquiry into Form, Meaning, and Understanding" (M. J. Singer); "Integrating Arts into the Curriculum: Problems and Promises in Critical Perspectives" (P. Salvio); "A Case of Legitimation: Art Education's Movement into the Core Curriculum" (K. A. Hamblen); and "The Development of Invented Music Notations: A Cousin to Invented Spellings" (R. Upitis). (BT)

ED 446 000 SO 032 148

Blair, Lorrie, Ed.; Morbey, Mary Leigh, Ed.
Arts and Learning Research, 1992-1993. The Journal of the Arts and Learning Special Interest Group of the American Educational Research Association (San Francisco, California, April 1992; Atlanta, Georgia, April 1993).

countries, particularly the effectiveness of foreign aid, trade benefits, and other economic levers; and question the prospects for exporting the U.S. values of democracy, free enterprise, and human rights. The core of the unit is a framework of three distinct options for U.S. policy toward developing countries. By exploring a wide-ranging spectrum of alternatives, the texts hope students will gain a deeper understanding of the values underlying specific policy recommendations. The background reading is intended to prepare students to thoughtfully consider the complexities of U.S. relations toward the developing world. Part 1 presents an overview of the goals, assumptions, and programs that set the tone of U.S. foreign aid during the Cold War. Part 2 summarizes the critical issues of U.S. development policy. Part 3 examines the country's connections to sub-Saharan Africa, Latin America, and Southeast Asia. The teacher's resource book includes a five-day lesson plan. (BB)

ED 446 020   SO 032 213

Boyle, Eric D.
The Aral Sea: A Lesson in Environmental Degradation.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; *Biological Influences; *Climate; Context Effect; Ecology; Environmental Education; Environmental Research; Foreign Countries; Global Approach; International Cooperation; Preservation; Prevention; Secondary Education
IDENTIFIERS- Aral Sea; Kazakhstan; Uzbekistan

This article approaches the Aral Sea's demise as an extreme example of how human development has the potential to destroy the environment. The discussion focuses on two lessons provided by the Aral Sea story: (1) the interdependence between humanity and nature, and the consequences of disregarding the environment in pursuit of progress; and (2) the trans-national nature of environmental problems, and the need to cooperate across borders to prevent and reduce the impact of environmental disasters. The article gives a brief history of the Aral Sea problem and discusses its effects on climate, health, development, and international efforts. Includes teaching suggestions. References. (BB)

ED 446 021   SO 032 214

Boyle, Eric D.
Multicultural Central Asia.
PUB DATE- 00
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cross Cultural Studies; Foreign Countries; *Intercultural Communication; *Multicultural Education; Secondary Education; Social Integration
IDENTIFIERS- Asia (Central)

ED 446 042 SP 039 472

Reali, Aline M. de M. R.; Reyes, Claudia R.; Martucci, Elisabeth M.; Mizukami, Maria da Graca N.; Lima, Emilia F. de; Tancredi, Regina M. S. P.; Mello, Roseli R.
"Let's Help Our Children": A Brazilian Experience Involving the Home-School Interaction.
PUB DATE- 00
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Elementary Education; Extracurricular Activities; Faculty Development; Foreign Countries; Parent Attitudes; Parent Child Relationship; *Parent Participation; *Parent School Relationship; Parent Teacher Cooperation; Parents; Teacher Improvement
IDENTIFIERS- *Brazil

This report describes a research project designed to promote teacher professional development in order to overcome school failure and improve teacher quality, focusing on encouragement of parent participation. The project occurred in a public elementary school in a mid-sized Brazilian city. Several meetings were held between researchers and teachers to discuss parent participation in their children's school life and the need to recognize the parent's point of view about certain school-related themes. A questionnaire was sent to all of the school's parents regarding: subjects they would like to talk about or receive information about; their children's interests; their own interaction with their children's educational activities; relationships with their children's teachers; and their children's problems in school. Results indicated that parents were interested in topics related to school and the process of schooling. Their children's activities included school plays, television, sports, and homework. Most parents closely monitored their children's school activities and had a high level of interest in their children's education. Over half of the parents knew their children's teachers, and over half indicated that their children did not have problems related to education. (Contains 11 references.) (SM)

ED 446 043 SP 039 473

Reali, Aline Maria de Medeiros Rodrigues; Mizukami, Maria da Graca Nicoletti
Teachers Construct a Knowledge Base for a Brazilian Elementary School: Analyzing a Teaching-Learning Experience Developed through University-Public School Partnership.
PUB DATE- 00
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Elementary Education; Elementary School Students; Elementary School Teachers; Foreign Countries; *Knowledge Base for Teaching; Knowledge Level; National Standards; Pedagogical Content Knowledge; Reflective

DESCRIPTORS- Academic Standards; Administrators; Beginning Teacher Induction; Beginning Teachers; Curriculum Development; Educational Change; Educational Finance; Elementary Secondary Education; *Faculty Development; Higher Education; Mentors; National Standards; Preservice Teacher Education; State Standards; Teacher Certification; Teacher Salaries
IDENTIFIERS- Professionalism

This publication describes the pilot Teacher Dialogue Forums, which provided Georgia teachers with an opportunity to: learn about current research on teaching and the teaching profession; share their views and learn from colleagues; and let their voices be heard and used to shape practice and policy in teaching. A total of 250 teachers participated, along with a few preservice teachers and observers. Facilitators were trained Teachers of the Year and teacher leaders. A set of five multi-part stimulus questions was developed to stimulate discussion at the Forums (e.g., how to organize/reorganize schools and how the messages from three reports on teaching resonated with them as teachers). At the end of the Forums, participants completed evaluations. Teachers appreciated the Forums and the opportunity to discuss teaching in light of current research. Issues that generated the most discussion included: teacher preparation; beginning teachers; professional development; teacher certification; administrative support; teachers as professionals; reorganizing schools; quality core curriculum; school funding and resources; and competitive salaries and teacher incentives. Four appendixes include: a listing of the Georgia Teacher and Teacher-Advocate Steering Committee; stimulus questions; the Teacher Dialogue Forums evaluation form; and Teacher Dialogue Forums site highlights. (SM)

ED 446 063   SP 039 495

Egelson, Paula; McColskey, Wendy
Teacher Evaluation: The Road to Excellence. Current Findings on Teacher Evaluation Models That Support Professional Growth. Sharing Success.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; Excellence in Education; *Faculty Development; Formative Evaluation; Principals; Summative Evaluation; Teacher Characteristics; *Teacher Evaluation; *Teacher Improvement

This publication describes teacher evaluation models that support teacher development. Chapter 1, "The Need to Support Teachers' Professional Growth," discusses the importance of a collegial school environment and where most of the support will occur. Chapter 2, "Types of Teacher Evaluation," describes formative and summative evaluation. Chapter 3, "SERVE's Formative Teacher Evaluation Program," describes SERVE's program, then offers an overview of formative teacher evaluation approaches, commonalities among five formative evaluation approaches, and the kind of differences that formative teacher evaluation approaches can make. Chapter 4, "What Did Educators Have to Say About Participation in Formative Teacher Evaluation Approaches?" discusses why teachers and administrators made the change to formative evaluation, noting characteristics of

"How Children Learn"; (3) "Schemes of Work" and "Records of Work"; (4) "The Lesson"; (5) "Lesson Plan"; (6) "Effective Methods of Teaching"; (7) "Effective Beginning of a Lesson"; (8) "How to Reinforce Learning"; (9) "Variation Technique"; (10) "Questioning Technique"; (11) "Effective Ending of a Lesson"; (12) "Effective Use of the Chalkboard"; (13) "Illustration Technique"; (14) "Teaching and Learning Materials with Emphasis on Locally Available Materials"; (15) "Effective Lesson Presentation"; (16) "Guidelines for Successful Teaching"; (17) "Integration of Subjects"; (18) "Creating a Conducive Environment for Learning"; (19) "Creating Learning Centres"; (20) "Assessment of Pupils' Achievement"; (21) "Marking Pupils' Work"; (22) "Supervision of Homework by Teachers and Parents"; (23) "How to Assist Slow Learners"; (24) "Improving Teaching through Clinical Supervision"; (25) "Life Skills"; (26) "Interactive Reading Skills"; (27) "Writing Skills"; (28) "Achieving Permanent Numeracy" (29) "Community Participation in Curriculum Design and Implementation"; (30) "Community Participation in Curriculum"; (31) "Community Participation in Curriculum Design and Implementation Followup Practice"; (32) "Introducing Beginners to School Life"; (33) "Community Empowerment"; and (34) "Water and Sanitation." (SM)

ED 446 083 SP 039 523

Hilton, Wanda L.
Learning How To Develop a Local Health Ministry Program & Linking with State and National Agendas.
PUB DATE- 00
NOTE- 41p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation, and Dance (Orlando, FL, March 21-25, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Case Studies; *Church Role; Churches; Health Personnel; *Health Promotion; Program Development; Program Evaluation; *Public Health; *Religion; Statewide Planning
IDENTIFIERS- Church Community Relationship; Health Policy; *Nebraska; *Religiosity; Spiritual Health

This paper describes the involvement of faith in healthy community efforts, highlighting Nebraska's plan to strengthen and transform public health at the state and local level. This involved expanding health promotion and disease prevention programs into nontraditional settings (schools, worksites, and churches). A faith team was organized to identify how faith communities could improve public health. Though the team has worked together 2 years, parish nursing and health ministry efforts have occurred in Nebraska for 12 years. A Health Ministry has been established, with the idea of creating a community-based outreach program to facilitate collaboration and commitment of health professionals and health-related organizations. The COME ALIVE Health Ministry of one Nebraska church was established to improve congregation members' quality of life and health through body, mind, and spirit. As part of the church family, volunteer health professionals provide a caring outreach of health education instruction, listening to members' needs, coordinating referrals, and facilitating the integration of faith and healthful living. This paper describes the creation of COME ALIVE, highlighting: team organization; gaining support; assessment and reassessment; program elements;

*Student Evaluation
IDENTIFIERS- *Alaska

This brochure provides information to educators about the Alaska Kindergarten Developmental Profile, which is prepared for each child entering school. The profile includes developmental information in the areas of physical well-being and motor development, language and literacy development, personal-social development, thinking and cognitive development, and child background. It is designed as a global measure to provide summary information from each school site to the Alaska Department of Education. It is not an assessment in itself, but the framework for the categories of developmental information that are to be assessed at the school level. The Department believes that districts are in the best position to decide how to gather detailed developmental information about each child, and they are expected to choose the methods they wish to use to gather the information. A resource guide lists some direct and indirect assessment instruments educators may wish to use and tells where to get these instruments. A sample data collection plan is included. An appendix contains the Kindergarten Developmental Profile. (SLD)

ED 446 104 TM 031 847

The Alaska Developmental Profile User's Guide.
PUB DATE- 00
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; Elementary School Students; Grade 1; Kindergarten; *Kindergarten Children; Primary Education; *Profiles; *School Readiness; *Student Evaluation; User Needs (Information)
IDENTIFIERS- *Alaska

Under the state's Quality Schools Initiative, each Alaska school is required to take a number of steps toward improving the quality of education. This brochure provides information to educators about the first requirement of the Quality Schools Initiative: completing the Alaska Developmental Profile. This profile is completed for each child entering kindergarten or first grade to help families, schools, and communities support the educational needs of young children. The Profile includes developmental information in the areas of physical well-being and motor development, language and literacy, personal and social skills, thinking, and cognition, along with background information and health, preschool experience, and any special needs. The profile provides summary information for the Department of Education and Early Development, but the choice of assessment measures is left to the school district. This brochure contains information on assessing young children. A resource guide lists assessment measures that may be appropriate and tells where to get them. A sample data collection plan is included. (SLD)

ED 446 105 TM 031 848

Ediger, Marlow
Keys to Interpreting Research Results for Teachers and School Administrators.
PUB DATE- 00

aspects of each inventory, and offers step-by-step guidance in the interpretation and use of the various inventories. The chapters are: (1) "Overview"; (2) "Strong Interest Inventory"; (3) "Campbell Interest and Skill Survey"; (4) "Self-Directed Search"; (5) "Illustrative Case Report"; and (6) "Other Types of Interest Assessment." An annotated bibliography of 35 resources is included. (Contains 6 tables, 23 figures, 66 "Rapid Reference" boxes, and 118 references.) (SLD)

ED 446 126 TM 031 888

Kohn, Alfie
The Case against Standardized Testing: Raising the Scores, Ruining the Schools.
PUB DATE- 00
NOTE- 94p.; Much of the material adapted from "The Schools Our Children Deserve: Moving beyond Traditional Classrooms and 'Tougher Standards'" by Alfie Kohn, 1999.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Tests; *Educational Change; Elementary Secondary Education; Equal Education; *High Stakes Tests; *Standardized Tests; *Test Use; *Testing Problems

Drawing from the latest research, this book explains how little standardized test results really say and how harmful a test-driven curriculum can be. The central message is that the use of standardized tests can be reversed, and that teachers, parents, and students can reverse the trend toward testing to create classrooms that focus on student learning. The question-and-answer format is designed to help readers respond to common questions about standardized testing. The chapters are: (1) "Measuring What Matters Least"; (2) "The Worst Tests"; (3) "Burnt at the High Stakes"; (4) "Poor Teaching for Poor Kids"; (5) "If Not Standardized Tests, Then What"; and (6) "Fighting the Tests." (Contains 129 references.) (SLD)

ED 446 127 TM 031 889

Wood, Nolan; West, Bobby
The Next Steps: A Guide for the Continuous Improvement Instructional Planning Process. Professional Development and Appraisal System (PDAS).
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Improvement; Educational Objectives; *Educational Planning; Elementary Secondary Education; *Faculty Development; *Student Evaluation
IDENTIFIERS- *Continuous Improvement; *Texas

This publication lists the steps to be taken in the Continuous Improvement Instructional Planning Process of the Texas Education Agency. The steps in this process are: (1) definition of the goals and standards for student performance; (2) identification of the learning needs of the students; (3) development of performance objectives based on learning needs; (4) determination of the most effective instructional strategies; (5) formative assessment of student performance;

steady at 20.3 on the ACT Composite and has been virtually the same at 993 for the SAT total. The percentage of all Texas SAT takers completing 20 or more academic course credits continued to increase, as did the percentage of ACT takers completing an ACT-SAT I defined core set of academic courses. Thus, the most general suggestion for strengthening SAT I and Act test performance overall, or students' academic readiness for college, is to focus on improving the academic preparation of all students while encouraging testing participation. Two appendixes contain detailed score tables. (Contains 11 tables, 2 figures, and 57 references.) (Author/SLD)

ED 446 148   TM 031 912

Blum, Robert E., Ed.; Arter, Judith A., Ed.
A Handbook for Student Performance Assessment in an Era of Restructuring.
PUB DATE- 96
NOTE- 789p.
LANGUAGE- English
EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; *Educational Change; Elementary Secondary Education; *Performance Based Assessment; *School Restructuring; *Student Evaluation
IDENTIFIERS- *Reform Efforts

This handbook is designed to help school staff members and others broaden their view of assessment and put assessment into the broader context of school restructuring while keeping the focus on students. The handbook is arranged in sections, each dealing with a separate topic. Each section contains a number of papers by different authors that represent the best thinking on the topic. Each section begins with an overview that discusses the major perspectives, ideas, issues, and concerns that relate to the section topic and describes how each paper fits into this fabric. The sections are: (1) "Setting the Stage"; (2) "Placing Student Performance Assessment within the Context of School Restructuring"; (3) "Developing Student Learning Goals for the 21st Century"; (4) "Aligning Assessment with Curriculum and Instruction"; (5) "Designing Performance Tasks"; (6) "Establishing Performance Criteria"; (7) "Using Performance Assessment Information for Improvement"; and (8) "Implementing Performance Assessment." In all, there are 98 papers in the handbook and 3 "resources": a glossary, a list of assessment information sources, and a list of contributors. Most of the articles contain references and illustrations. (SLD)

ED 446 149   TM 031 915

Kenney, Patricia Ann; Silver, Edward A.; Alacaci, Cengiz; Zawojewski, Judith S.
Content Analysis Project--State and NAEP Mathematics Assessments. Report of Results from the Maryland-NAEP Study.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 98
NOTE- 61p.; For a related paper about the content analysis design features, see TM 031 916.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

contains provisions that would affect youths arrested for criminal offenses and status offenses (acts that are not crimes if committed by adults). A telephone survey was conducted by Opinion Research Corporation to determine public opinions about the provisions of S-10. A national probability sample of 503 men and 504 women, aged 18 and older, was surveyed. Survey results show strong public opposition to some of the most important elements of S-10. Respondents overwhelmingly opposed housing juveniles in adult jails, jailing status offenders with adults, sharing arrest records with prospective colleges, expelling students for smoking cigarettes, and granting prosecutors exclusive jurisdiction over whether juveniles should be tried as adults. Respondents also strongly supported setting aside funds in the new act specifically for juvenile crime prevention programs. (SLD)

ED 446 169   UD 033 797

Chaplin, Duncan D.
Raising Standards: The Effects of High School Math and Science Courses on Future Earnings.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Course Selection (Students); *High School Students; High Schools; *Income; *Mathematics; *Sciences; *Skill Development
IDENTIFIERS- High School and Beyond (NCES)

The benefits of mathematics and science courses in high school were studied using information from the High School and Beyond (HS&B) data set, a study that began with more than 30,000 high school sophomores in 1980. The analysis focuses on approximately 7,000 students who finished their schooling by 1988 and for whom there were valid test scores, transcripts, and data from the 12-year followup survey. Findings provide no direct evidence that taking mathematics and science courses affects earnings. Analysis results do show some indirect effects, in that there is evidence that taking relevant courses improves later skills as measured by test scores. Recent evidence from other sources suggests that skills are an increasingly important determinant of earnings. Mathematics skills do have an effect on learning, and high school courses do have an effect on mathematics skills. (SLD)

ED 446 170   UD 033 798

Schiraldi, Vincent; Holman, Barry; Beatty, Phillip
Poor Prescription: The Costs of Imprisoning Drug Offenders in the United States. Policy Report.
SPONS. AGENCY- Open Society Inst., New York, NY.
PUB DATE- 00
NOTE- 37p.; The Lindesmith Center provided assistance.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Correctional Institutions; Correctional Rehabilitation; *Costs; Drug Rehabilitation; *Drug Use; *Prisoners; Racial Differences; Young Adults

Using data from the National Corrections Reporting Program, this study examined trends in imprisoning drug offenders in the United States, focusing on the numbers of incarcerated drug display universally. Among the topics discussed in the wide ranging sessions were questions of creativity, culture, communication, what it means to be disadvantaged, theories of learning, and issues related to educational equity. (Contains 54 references.) (SLD)

ED 446 189   UD 033 818

Loundmon, Queen Brame
Evaluation of the Professional Services Agreement between the Detroit Public Schools and Sylvan Learning Systems, Inc.
PUB DATE- 00
NOTE- 61p.; For the first year evaluation, see ED 431 067.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Achievement Tests; Educational Improvement; Elementary Secondary Education; Principals; *Privatization; Program Effectiveness; Program Evaluation; *Reading Achievement; State Programs; Testing Programs; *Urban Schools
IDENTIFIERS- *Detroit Public Schools MI; Elementary Secondary Education Act Title I; *Sylvan Learning Systems

This report presents findings from the evaluation of the second year of the professional services agreement between the Detroit, Michigan, Public Schools and Sylvan Learning Systems, Inc. Under a contract with the school system, Sylvan attempted to improve the reading achievement of low-achieving students in 10 Title 1 schools. The program operated in seven elementary schools, two middle schools, and 1 middle/high school. The program agreement specified 72 hours of reading instruction to each of 1,433 students identified as having the greatest need for such services. Each of the school principals indicated that he or she would continue the Sylvan instruction if given the chance. Teachers' responses to the program were mixed. Students received considerably less than the contracted number of hours of service. Although 2,805 students participated to some degree, only 532 received 55 hours of instruction or more from one administration of the state standardized test to the next administration of the test. Overall, 49.3 percent of grade 1 students in Sylvan schools cored at or above grade level in reading, while 45.3 percent of students in a comparison group scored at or above grade level. Three of the seven participating schools had an increase in the number of students in the "satisfactory" category of the fourth grade test. Because of the positive responses of principals, it is recommended that the program be continued for the duration of the contract, but additional monitoring is recommended to increase the number of hours of instruction delivered and adjust them as needed. (Contains 39 tables.) (SLD)

ED 446 190   UD 033 819

Chung, An-Me
Programas despues de las horas de clase: Manteniendo a los ninos seguros y aprendiendo (After-School Programs: Keeping Children Safe and Smart).
PUB DATE- 00
NOTE- 25p.; For the English version, see ED 438 395.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Ethnicity; Income; *Low Income Groups; *Poverty; *Racial Differences; Surveys; Urban Problems; *Urban Youth
IDENTIFIERS- Current Population Survey

This report illustrates how poverty rates in the United States vary by selected characteristics: age, race and Hispanic origin, nativity, family composition, work experience, and geography. The estimates in the report are based on interviews with population samples. The Current Population Survey each March interviews approximately 50,000 households across the United States. Findings indicate that the poverty rate dropped from 12.7% in 1998 to 11.8% in 1999, the lowest rate since 1979. The poverty rate for people under age 18 dropped from 18.9% in 1998 to 16.9% in 1999, also the lowest rate since 1979. Poverty rates and the number of poor declined for every racial and ethnic group. Poverty rates have fallen below or equaled the lowest rate ever recorded for each group except whites. Four-fifths of the net decline in the number of poor occurred in central cities within metropolitan areas, where only 29 percent of all people, and 41 percent of the poor lived. In seven states and the District of Columbia the poverty rate declined significantly. Using different methods to measure poverty, however, changes the perception of who is poor. Four experimental measures show standardized poverty rates to be lower for children and people in female householder families, and higher for the elderly and people in married-couple families than under the official poverty measure. Three appendixes discuss technical aspects of the surveys and estimates. (Contains 23 tables and 6 figures.) (SLD)

ED 446 209   UD 033 845

Greenberg, Mark; Lombardi, Joan; Schumacher, Rachel
The Child Care and Development Fund: An Overview.
SPONS. AGENCY- Foundation for Child Development, New York, NY.
PUB DATE- 00
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Elementary Secondary Education; *Federal Aid; Financial Support; *State Programs; Urban Youth
IDENTIFIERS- *Child Care and Development Block Grants

This paper describes the Child Care and Development Fund (CCDF), the principal source of federal funding for child care subsidies for low income families and the principal source of federal funding for initiatives to improve the quality of child care in the states. Each state qualifies to receive an amount of federal funds under the CCDF each year and can receive additional federal funds by spending state dollars for child care subsidies and quality initiatives. Federal law established requirements that states must meet to receive CCDF funds, but states have very broad discretion in many of the basic design features of their low income subsidy programs and quality initiatives. It is estimated that about 1.5 million children receive CCDF-funded child care subsidies each month. To be eligible, a child must be under 13 years of age (or older if physically or mentally incapable of self-care). The child must reside with a family in which income does not exceed 85% of the state's median income for a family of the same size. To be eligible, a child must also reside with a parent(s) or legal guardian(s) who are working or attending job training; or a child must receive, or need to receive, protective services and resides with a parent(s) or guardian(s) who are not working or

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receiving job training. Other requirements are also specified. (SLD)

ED 446 210   UD 033 846

Ventura, Stephanie J.; Bachrach, Christine A.
Nonmarital Childbearing in the United States, 1940-99.
PUB DATE- 00
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Birth Rate; *Births to Single Women; *Children; *Family Structure; One Parent Family; *Poverty; Tables (Data); Trend Analysis; Urban Youth

This report presents information on trends and variations in nonmarital childbearing in the United States and includes information on the factors that have contributed to the recent changes. Data are presented for 1940-1999 with emphasis on the trends in the 1990s. Data are presented on a variety of measures of nonmarital childbearing, including numbers, rates, and percents of births to unmarried women. Most of the data are from the National Vital Statistics System, but additional data are from the National Survey of Family Growth, the U.S. Census Bureau, and other national surveys. After rising dramatically in the half century from 1940 to 1990, out-of-wedlock childbearing leveled off, or slowed its rate of increase, in the 1990s. Many factors contributing to the long-term changes, as well as more recent trends are described. These include changes in marriage patterns, sexual activity, contraceptive use, and abortion. The experience of the United States is put into context with data on nonmarital childbearing for other industrialized countries. Possible future trends in out-of-wedlock births are considered in the context of current population and birth patterns. (Contains 9 tables, 24 figures, and 37 references.) (Author/SLD)

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(060) Historical Materials

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(021) Collected Works - Proceedings

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Achieving Your Vision of Professional Development: How To Assess Your Needs and Get What You Want. Hot Topics.	201p.	L1	ED 446 060
Advocacy & Supported Employment for People with Disabilities: A Guide & Workbook for Individuals with Disabilities & Service Providers.	90p.	L1	ED 445 458
Agriculture and Education, Planting the Seeds of Opportunity. USDA Adopt-a-School Program Guide.	47p.	L1	ED 445 198
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223p. L1 ED 446 012

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Guide to Improving Parenting Education in Even Start Family Literacy Programs.	67p.	L1	ED 445 331
Hierarchical Structure of Self-Efficacy in Terms of Generality Levels and Its Relations to Academic Performance: General, Academic, Domain-Specific, and Subject-Specific Self-Efficacy.	35p.	L1	ED 446 119
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The State of Libraries in Solomon Islands in the 1990s.	83p.	L1	ED 445 696
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What Your 9th, 10th, and 11th Grader Should Know about Reading, Writing, and Math and Science.	29p.	L1	ED 446 128
When Library Surveys Result in Positive Action: A Success Story. A Report of a Library Survey at the University of Tennessee/Chattanooga.	24p.	L2	ED 445 687

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4p. L1 ED 445 234

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Feminist Resources and Curriculum for Women Achieving Literacy. Final Report.
60p. L1 ED 445 250

The Forgotten George Peabody (1795-1869), A Handbook A-Z of the Massachusetts-Born Merchant, London-Based Banker, & Philanthropist: His Life, Influence, and Related People, Places, Events, & Institutions.
1243p. L1 ED 445 998

Growing Up and Growing Older: Books for Young Readers. An Annotated Bibliography of Nonageist Literature for Preschool-Primary.
24p. L1 ED 445 344

History Sources on the Internet.
15p. L1 ED 445 660

Local Mail Posts in the United States: A Bibliography of Items in the National Postal Museum Branch of the Smithsonian Institution Libraries.
19p. L1 ED 445 693

Resource Guide: Selected Early Childhood/Early Intervention Training Materials. 9th Edition. Systems Change in Personnel Preparation.
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149p. L1 ED 445 675

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17p.   L1   ED 445 579

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Rural Telecommunications: Why Your Community Isn't Connected and What You Can Do about It. Staff Paper.
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Salt Lake Community College 1999 Report Card.
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An Empirical Typology of Children with Severe Emotional Disturbances.
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Annual Back to School Address, "Times of Transition," National Press Club (Washington, D.C., September 7, 2000). Remarks as Prepared for Delivery by U.S. Secretary of Education Richard W. Riley.	8p.	L1	ED 445 794
Answers by UC President Richard C. Atkinson to Questions from the California Citizens Commission on Higher Education.	18p.	L1	ED 445 738
Appalachian Language: Back-Talking the Stereotypes with Research and Technology.	9p.	L1	ED 445 334
Are We Ready To Abandon the Classroom? The Dark Side of Web Instruction.	7p.	L1	ED 446 041
Assessing the Effectiveness of Public Research Universities: Using NSF/NCES Data and Data Envelopment Analysis Technique. AIR 2000 Annual Forum Paper.	32p.	L1	ED 445 642
Assessing the Need for Change: A Survey of Grammar Curricula in American J-Schools.	16p.	L1	ED 445 345
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(171) Multilingual/Bilingual Materials

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60p. L1 ED 445 215

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34p. L2 ED 445 831

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Arts and Learning Research, 1992-1993. The Journal of the Arts and Learning Special Interest Group of the American Educational Research Association (San Francisco, California, April 1992; Atlanta, Georgia, April 1993).	202p.	L1	ED 446 000
Arts and Learning Research, 1994. The Journal of the Arts and Learning Special Interest Group of the American Educational Research Association (New Orleans, Louisiana, April 1994).	97p.	L1	ED 446 001
Arts and Learning Research, 1995. The Journal of the Arts and Learning Special Interest Group of the American Educational Research Association (San Francisco, California, April 1995).	176p.	L1	ED 446 002
Arts and Learning Research, 1996-1997. The Journal of the Arts and Learning Special Interest Group of the American Educational Research Association (New York, New York, April 1996).	138p.	L1	ED 446 003
Arts and Learning Research, 1997-1998. The Journal of the Arts and Learning Special Interest Group of the American Educational Research Association (Chicago, Illinois, March 1997).	116p.	L1	ED 446 004
Arts and Learning Research, 1998-1999. The Journal of the Arts and Learning Special Interest Group of the American Educational Research Association (Chicago, Illinois, April 1998).	192p.	L1	ED 446 005
Arts and Learning Research, 1999-2000. The Journal of the Arts and Learning Special Interest Group of the American Educational Research Association (Montreal, Quebec, Canada, April 1999).	255p.	L1	ED 446 006
The CATESOL Journal, 1999.	241p.	L1	ED 445 511
The Challenge of Improving Reading. LAB Education Notes Volume 1, No. 2.	10p.	L1	ED 445 321
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(090) Legal/Legislative/Regulatory Materials

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H.R. 2389, County Schools Revitalization Act of 1999 and H.R. 1185, Timber-Dependent Counties Stabilization Act. Hearing before the Subcommittee on Forests and Forest Health of the Committee on Resources, House of Representatives, One Hundredth Sixth Congress, First Session.
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(141) Reports - Descriptive

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TEND 97: Conference on Technological Education and National Development Report of Proceedings (1st, April 6-8, 1997, Abu Dhabi, United Arab Emirates).	478p.	L1	ED 445 263
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S0032195	ED446015
S0032196	ED446016//
S0032198	ED446017//
S0032199	ED446018//
S0032209	ED446019
S0032213	ED446020
S0032214	ED446021
S0032216	ED446022
S0032217	ED446023
S0032218	ED446024
S0032219	ED446025
S0032237	ED446026
S0032259	ED446027

CE080710	ED445237
CE080713	ED445238
CE080714	ED445239
CE080715	ED445240
CE080716	ED445241
CE080717	ED445242
CE080718	ED445243
CE080719	ED445244
CE080720	ED445245
CE080726	ED445246
CE080727	ED445247
CE080728	ED445248
CE080729	ED445249
CE080730	ED445250
CE080731	ED445251
CE080735	ED445252
CE080739	ED445253
CE080741	ED445254
CE080742	ED445255
CE080745	ED445256
CE080747	ED445257
CE080748	ED445258
CE080749	ED445259
CE080750	ED445260
CE080752	ED445261
CE080754	ED445262
CE080759	ED445263
CE080762	ED445264
CE080763	ED445265
CE080766	ED445266
CE080776	ED445267
CE080781	ED445268
CE080783	ED445269
CE080784	ED445270
CE080785	ED445271
CE080787	ED445272
CE080788	ED445273
CE080790	ED445274
CE080791	ED445275
CE080792	ED445276
CE080793	ED445277
CE080794	ED445278
CE080795	ED445279
CE080796	ED445280
CE080797	ED445281

CG - Counseling and Student Services

CG029285	ED445282//
CG029500	ED445283//
CG030085	ED445284
CG030180	ED445285
CG030241	ED445286//
CG030264	ED445287
CG030274	ED445288
CG030311	ED445289
CG030322	ED445290
CG030333	ED445291
CG030337	ED445292
CG030343	ED445293
CG030345	ED445294
CG030346	ED445295//
CG030347	ED445296//
CG030348	ED445297

SP - Teaching and Teaching Education

SP039345	ED446028
SP039379	ED446029
SP039460	ED446030
SP039461	ED446031
SP039462	ED446032
SP039463	ED446033
SP039464	ED446034
SP039465	ED446035
SP039466	ED446036
SP039467	ED446037
SP039468	ED446038
SP039469	ED446039
SP039470	ED446040
SP039471	ED446041
SP039472	ED446042
SP039473	ED446043
SP039475	ED446044
SP039476	ED446045
SP039477	ED446046
SP039478	ED446047
SP039479	ED446048
SP039480	ED446049
SP039481	ED446050
SP039482	ED446051//
SP039484	ED446052
SP039485	ED446053
SP039486	ED446054
SP039487	ED446055
SP039488	ED446056
SP039489	ED446057
SP039490	ED446058
SP039491	ED446059
SP039492	ED446060
SP039493	ED446061
SP039494	ED446062
SP039495	ED446063
SP039496	ED446064
SP039497	ED446065//
SP039499	ED446066
SP039500	ED446067
SP039504	ED446068
SP039506	ED446069
SP039507	ED446070
SP039508	ED446071
SP039509	ED446072
SP039511	ED446073//
SP039512	ED446074//
SP039513	ED446075
SP039514	ED446076
SP039516	ED446077
SP039517	ED446078
SP039519	ED446079
SP039520	ED446080
SP039521	ED446081
SP039522	ED446082
SP039523	ED446083
SP039524	ED446084
SP039525	ED446085
SP039527	ED446086
SP039529	ED446087
SP039533	ED446088

CG030353	ED445298//
CG030355	ED445299//
CG030356	ED445300//
CG030357	ED445301//
CG030359	ED445302
CG030360	ED445303
CG030368	ED445304
CG030370	ED445305
CG030371	ED445306
CG030373	ED445307
CG030374	ED445308
CG030375	ED445309
CG030377	ED445310
CG030383	ED445311
CG030386	ED445312
CG030387	ED445313

CS - Reading, English, and Communication

CS014061	ED445314
CS014062	ED445315
CS014086	ED445316
CS014088	ED445317
CS014095	ED445318
CS014098	ED445319
CS014099	ED445320
CS014101	ED445321
CS014102	ED445322//
CS014105	ED445323
CS014106	ED445324
CS014107	ED445325
CS014108	ED445326
CS014109	ED445327
CS014110	ED445328
CS014111	ED445329
CS014134	ED445330
CS014136	ED445331
CS217226	ED445332
CS217235	ED445333
CS217236	ED445334
CS217237	ED445335
CS217238	ED445336
CS217241	ED445337
CS217249	ED445338
CS217250	ED445339
CS217251	ED445340
CS217252	ED445341
CS217253	ED445342
CS217257	ED445343
CS217262	ED445344
CS217263	ED445345
CS217264	ED445346
CS217265	ED445347
CS217266	ED445348
CS217267	ED445349
CS217268	ED445350
CS217269	ED445351
CS217270	ED445352
CS217271	ED445353
CS217272	ED445354
CS217276	ED445355
CS510294	ED445356
CS510373	ED445357
CS510374	ED445358

SP039534	ED446089
SP039535	ED446090
SP039536	ED446091
SP039537	ED446092
SP039538	ED446093

TM - Assessment and Evaluation

TM031783	ED446094
TM031836	ED446095
TM031837	ED446096
TM031838	ED446097//
TM031839	ED446098//
TM031840	ED446099
TM031843	ED446100
TM031844	ED446101
TM031845	ED446102
TM031846	ED446103
TM031847	ED446104
TM031848	ED446105
TM031849	ED446106
TM031850	ED446107
TM031851	ED446108
TM031852	ED446109
TM031853	ED446110
TM031854	ED446111
TM031855	ED446112
TM031857	ED446113
TM031858	ED446114
TM031876	ED446115
TM031877	ED446116
TM031878	ED446117
TM031879	ED446118
TM031880	ED446119
TM031881	ED446120
TM031882	ED446121
TM031883	ED446122
TM031884	ED446123
TM031886	ED446124//
TM031887	ED446125//
TM031888	ED446126//
TM031889	ED446127
TM031890	ED446128
TM031891	ED446129
TM031892	ED446130
TM031893	ED446131
TM031894	ED446132
TM031895	ED446133
TM031896	ED446134
TM031897	ED446135
TM031898	ED446136
TM031899	ED446137
TM031900	ED446138
TM031901	ED446139
TM031902	ED446140
TM031903	ED446141
TM031904	ED446142
TM031905	ED446143
TM031906	ED446144
TM031907	ED446145
TM031908	ED446146
TM031909	ED446147
TM031912	ED446148
TM031915	ED446149

CS510386	ED445359
CS510387	ED445360
CS510388	ED445361
CS510390	ED445362
CS510396	ED445363
CS510398	ED445364
CS510399	ED445365
CS510400	ED445366
CS510401	ED445367
CS510402	ED445368
CS510403	ED445369
CS510404	ED445370
CS510405	ED445371
CS510406	ED445372
CS510411	ED445373
CS510412	ED445374
CS510413	ED445375
CS510414	ED445376
CS510415	ED445377
CS510416	ED445378
CS510417	ED445379
CS510419	ED445380
CS510429	ED445381
CS510430	ED445382
CS510431	ED445383

EA - Educational Management

EA029310	ED445384
EA030269	ED445385
EA030453	ED445386
EA030454	ED445387
EA030531	ED445388
EA030534	ED445389
EA030535	ED445390
EA030567	ED445391//
EA030580	ED445392
EA030594	ED445393
EA030595	ED445394
EA030597	ED445395
EA030601	ED445396
EA030602	ED445397
EA030603	ED445398
EA030604	ED445399
EA030606	ED445400
EA030607	ED445401
EA030608	ED445402
EA030609	ED445403
EA030610	ED445404
EA030615	ED445405//
EA030623	ED445406
EA030624	ED445407
EA030625	ED445408
EA030626	ED445409
EA030628	ED445410
EA030634	ED445411
EA030635	ED445412
EA030636	ED445413
EA030637	ED445414
EA030638	ED445415
EA030656	ED445416
EA030659	ED445417
EA030660	ED445418

TM031916	ED446150
TM031917	ED446151
TM031924	ED446152
TM031934	ED446153
TM031973	ED446154
TM031974	ED446155

UD - Urban Education

UD033507	ED446156
UD033668	ED446157
UD033669	ED446158
UD033672	ED446159
UD033732	ED446160
UD033784	ED446161//
UD033785	ED446162
UD033786	ED446163
UD033787	ED446164
UD033789	ED446165
UD033794	ED446166
UD033795	ED446167
UD033796	ED446168
UD033797	ED446169
UD033798	ED446170
UD033799	ED446171
UD033800	ED446172
UD033801	ED446173
UD033802	ED446174
UD033803	ED446175//
UD033804	ED446176//
UD033805	ED446177//
UD033807	ED446178//
UD033808	ED446179
UD033809	ED446180
UD033810	ED446181
UD033811	ED446182
UD033812	ED446183
UD033813	ED446184
UD033814	ED446185
UD033815	ED446186
UD033816	ED446187
UD033817	ED446188
UD033818	ED446189
UD033819	ED446190
UD033820	ED446191
UD033821	ED446192
UD033824	ED446193
UD033825	ED446194//
UD033826	ED446195
UD033827	ED446196
UD033828	ED446197
UD033829	ED446198
UD033830	ED446199
UD033831	ED446200
UD033833	ED446201
UD033835	ED446202
UD033836	ED446203
UD033837	ED446204
UD033838	ED446205
UD033839	ED446206
UD033843	ED446207
UD033844	ED446208
UD033845	ED446209
UD033846	ED446210

EC - Disabilities and Gifted Education

EC308001	ED445419
EC308024	ED445420
EC308025	ED445421
EC308026	ED445422
EC308027	ED445423
EC308028	ED445424
EC308029	ED445425
EC308030	ED445426
EC308031	ED445427
EC308032	ED445428//
EC308033	ED445429
EC308034	ED445430
EC308035	ED445431
EC308036	ED445432
EC308037	ED445433
EC308038	ED445434
EC308039	ED445435
EC308040	ED445436
EC308041	ED445437
EC308042	ED445438
EC308043	ED445439
EC308044	ED445440
EC308045	ED445441
EC308046	ED445442
EC308047	ED445443
EC308048	ED445444
EC308049	ED445445
EC308050	ED445446
EC308051	ED445447//
EC308052	ED445448
EC308053	ED445449
EC308054	ED445450
EC308057	ED445451
EC308058	ED445452
EC308059	ED445453
EC308060	ED445454
EC308061	ED445455
EC308062	ED445456
EC308063	ED445457
EC308065	ED445458
EC308066	ED445459
EC308067	ED445460
EC308068	ED445461
EC308069	ED445462
EC308070	ED445463
EC308071	ED445464
EC308072	ED445465
EC308073	ED445466
EC308074	ED445467
EC308075	ED445468
EC308076	ED445469
EC308077	ED445470
EC308078	ED445471
EC308079	ED445472
EC308080	ED445473
EC308081	ED445474
EC308082	ED445475
EC308083	ED445476
EC308084	ED445477
EC308085	ED445478//

EF - Eric Facility

EF005368	ED445479
EF005407	ED445480//
EF005410	ED445481
EF005566	ED445482
EF005674	ED445483
EF005676	ED445484
EF005690	ED445485
EF005691	ED445486
EF005702	ED445487
EF005716	ED445488
EF005766	ED445489
EF005769	ED445490
EF005772	ED445491
EF005773	ED445492
EF005774	ED445493
EF005775	ED445494
EF005777	ED445495
EF005779	ED445496
EF005780	ED445497
EF005781	ED445498
EF005782	ED445499
EF005783	ED445500
EF005784	ED445501
EF005785	ED445502
EF005787	ED445503
EF005788	ED445504
EF005789	ED445505
EF005791	ED445506
EF005793	ED445507
EF005794	ED445508
EF005795	ED445509
EF005843	ED445510

FL - Language and Linguistics

FL026380	ED445511
FL026381	ED445512
FL026382	ED445513
FL026383	ED445514
FL026384	ED445515//
FL026385	ED445516
FL026388	ED445517
FL026389	ED445518
FL026390	ED445519
FL026391	ED445520
FL026392	ED445521
FL026394	ED445522
FL026395	ED445523
FL026396	ED445524
FL026398	ED445525
FL026399	ED445526
FL026400	ED445527
FL026401	ED445528//
FL026402	ED445529
FL026403	ED445530
FL026404	ED445531
FL026405	ED445532//
FL026406	ED445533//
FL026408	ED445534
FL026409	ED445535//
FL026410	ED445536//
FL026411	ED445537
FL026412	ED445538

FL026413	ED445539//
FL026423	ED445540
FL026424	ED445541//
FL026425	ED445542
FL026426	ED445543
FL026427	ED445544
FL026428	ED445545//
FL026429	ED445546
FL026431	ED445547
FL026432	ED445548
FL026433	ED445549
FL026434	ED445550
FL026435	ED445551
FL026441	ED445552//
FL026442	ED445553
FL026457	ED445554
FL801400	ED445555
FL801402	ED445556
FL801403	ED445557
FL801404	ED445558
FL801405	ED445559
FL801406	ED445560
FL801407	ED445561//
FL801408	ED445562
FL801409	ED445563//
FL801410	ED445564

HE - Higher Education

HE033008	ED445565
HE033009	ED445566
HE033010	ED445567
HE033015	ED445568
HE033088	ED445569
HE033126	ED445570
HE033127	ED445571
HE033146	ED445572
HE033147	ED445573
HE033148	ED445574
HE033149	ED445575
HE033150	ED445576
HE033151	ED445577
HE033172	ED445578
HE033173	ED445579
HE033174	ED445580
HE033175	ED445581
HE033176	ED445582
HE033177	ED445583
HE033178	ED445584
HE033179	ED445585
HE033180	ED445586
HE033181	ED445587
HE033182	ED445588
HE033183	ED445589
HE033184	ED445590
HE033185	ED445591
HE033186	ED445592//
HE033187	ED445593//
HE033188	ED445594
HE033189	ED445595
HE033190	ED445596
HE033191	ED445597
HE033192	ED445598
HE033193	ED445599

HE033236	ED445600
HE033237	ED445601//
HE033238	ED445602
HE033239	ED445603
HE033240	ED445604
HE033241	ED445605
HE033242	ED445606
HE033243	ED445607
HE033244	ED445608
HE033245	ED445609
HE033246	ED445610
HE033247	ED445611//
HE033248	ED445612
HE033249	ED445613
HE033250	ED445614
HE033263	ED445615
HE033264	ED445616
HE033265	ED445617
HE033266	ED445618
HE033267	ED445619
HE033268	ED445620
HE033269	ED445621
HE033295	ED445622//
HE033296	ED445623//
HE033297	ED445624
HE033298	ED445625
HE033299	ED445626
HE033300	ED445627
HE033301	ED445628
HE033302	ED445629
HE033303	ED445630
HE033304	ED445631
HE033305	ED445632
HE033306	ED445633
HE033307	ED445634
HE033308	ED445635
HE033309	ED445636
HE033327	ED445637
HE033328	ED445638
HE033329	ED445639
HE033330	ED445640
HE033331	ED445641
HE033332	ED445642
HE033333	ED445643
HE033334	ED445644
HE033335	ED445645
HE033336	ED445646
HE033337	ED445647
HE033338	ED445648
HE033339	ED445649
HE033340	ED445650
HE033341	ED445651
HE033342	ED445652
HE033343	ED445653

IR - Information and Technology

IR020105	ED445654//
IR020250	ED445655
IR020251	ED445656
IR020252	ED445657
IR020253	ED445658
IR020254	ED445659
IR020255	ED445660

IR020256	ED445661
IR020257	ED445662
IR020260	ED445663
IR020262	ED445664
IR020263	ED445665
IR020266	ED445666
IR020267	ED445667
IR020268	ED445668
IR020269	ED445669
IR020352	ED445670
IR020353	ED445671
IR020354	ED445672
IR020355	ED445673
IR020356	ED445674
IR020376	ED445675
IR020377	ED445676
IR020379	ED445677
IR057855	ED445678//
IR057888	ED445679
IR057890	ED445680
IR057891	ED445681
IR057892	ED445682
IR057893	ED445683
IR057894	ED445684
IR057897	ED445685
IR057898	ED445686
IR057899	ED445687
IR057900	ED445688
IR057901	ED445689
IR057904	ED445690
IR057905	ED445691
IR057906	ED445692
IR057907	ED445693
IR057909	ED445694
IR057910	ED445695
IR057911	ED445696
IR057912	ED445697
IR057913	ED445698

JC - Community Colleges

JC000435	ED445699
JC000566	ED445700
JC000567	ED445701
JC000568	ED445702
JC000569	ED445703
JC000572	ED445704
JC000573	ED445705
JC000574	ED445706
JC000575	ED445707
JC000582	ED445708
JC000641	ED445709
JC000642	ED445710
JC000646	ED445711
JC000647	ED445712
JC000648	ED445713
JC000649	ED445714
JC000650	ED445715
JC000651	ED445716
JC000652	ED445717
JC000653	ED445718
JC000654	ED445719
JC000655	ED445720
JC000657	ED445721

JC000658	ED445722
JC000659	ED445723
JC000660	ED445724
JC000661	ED445725
JC000662	ED445726
JC000663	ED445727
JC000664	ED445728
JC000665	ED445729
JC000666	ED445730
JC000667	ED445731
JC000668	ED445732
JC000669	ED445733
JC000670	ED445734
JC000671	ED445735
JC000672	ED445736
JC000674	ED445737
JC000675	ED445738
JC000676	ED445739
JC000677	ED445740
JC000678	ED445741
JC000679	ED445742
JC000680	ED445743
JC000681	ED445744
JC000682	ED445745
JC000683	ED445746
JC000684	ED445747
JC000685	ED445748
JC000686	ED445749
JC000687	ED445750
JC000688	ED445751
JC000690	ED445752
JC000692	ED445753
JC000694	ED445754
JC000696	ED445755
JC000698	ED445756//
JC000700	ED445757
JC000701	ED445758
JC000702	ED445759
JC000703	ED445760
JC000710	ED445761
JC000712	ED445762
JC000713	ED445763
JC000714	ED445764
JC000715	ED445765
JC000719	ED445766

PS - Elementary and Early Childhood Education

PS027218	ED445767//
PS027582	ED445768
PS027708	ED445769
PS028349	ED445770//
PS028352	ED445771//
PS028384	ED445772
PS028551	ED445773
PS028585	ED445774
PS028611	ED445775
PS028652	ED445776
PS028785	ED445777//
PS028786	ED445778//
PS028803	ED445779
PS028805	ED445780
PS028806	ED445781
PS028815	ED445782//

PS028817	ED445783
PS028820	ED445784
PS028821	ED445785
PS028831	ED445786
PS028835	ED445787
PS028858	ED445788
PS028860	ED445789//
PS028867	ED445790
PS028872	ED445791
PS028877	ED445792//
PS028878	ED445793
PS028879	ED445794
PS028881	ED445795
PS028882	ED445796
PS028885	ED445797
PS028888	ED445798
PS028889	ED445799
PS028890	ED445800
PS028891	ED445801
PS028892	ED445802//
PS028894	ED445803
PS028896	ED445804//
PS028897	ED445805//
PS028898	ED445806
PS028900	ED445807//
PS028903	ED445808//
PS028904	ED445809
PS028905	ED445810
PS028910	ED445811
PS028911	ED445812
PS028912	ED445813
PS028913	ED445814
PS028914	ED445815
PS028917	ED445816
PS028920	ED445817
PS028921	ED445818
PS028922	ED445819
PS028923	ED445820
PS028924	ED445821
PS028925	ED445822//
PS028926	ED445823
PS028927	ED445824
PS028929	ED445825
PS028930	ED445826
PS028931	ED445827
PS028932	ED445828
PS028933	ED445829
PS028934	ED445830
PS028935	ED445831
PS028936	ED445832
PS028937	ED445833
PS028938	ED445834
PS028939	ED445835

RC - Rural Education and Small Schools

RC021785	ED445836
RC021786	ED445837
RC022062	ED445838
RC022063	ED445839
RC022515	ED445840
RC022516	ED445841
RC022517	ED445842
RC022518	ED445843

RC022565	ED445844
RC022569	ED445845
RC022594	ED445846
RC022596	ED445847
RC022601	ED445848
RC022611	ED445849
RC022615	ED445850
RC022616	ED445851
RC022617	ED445852
RC022618	ED445853
RC022624	ED445854
RC022640	ED445855
RC022641	ED445856
RC022642	ED445857
RC022643	ED445858
RC022644	ED445859
RC022645	ED445860
RC022646	ED445861
RC022647	ED445862
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RC022649	ED445864
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RC022651	ED445866
RC022652	ED445867
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RC022654	ED445869
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RC022656	ED445871
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RC022658	ED445873
RC022659	ED445874
RC022660	ED445875
RC022661	ED445876
RC022663	ED445877//
RC022665	ED445878

SE - Science, Mathematics, and Environmental Education

SE062940	ED445879
SE063393	ED445880
SE063401	ED445881
SE063411	ED445882//
SE063623	ED445883
SE063669	ED445884
SE063681	ED445885
SE063691	ED445886
SE063694	ED445887
SE063703	ED445888
SE063704	ED445889
SE063706	ED445890
SE063716	ED445891
SE063718	ED445892
SE063722	ED445893
SE063836	ED445894
SE063862	ED445895
SE063870	ED445896
SE063872	ED445897
SE063876	ED445898
SE063877	ED445899
SE063895	ED445900
SE063906	ED445901
SE063923	ED445902
SE063924	ED445903
SE063926	ED445904

SE063931	ED445905
SE063951	ED445906
SE063964	ED445907
SE063968	ED445908
SE063974	ED445909
SE063976	ED445910
SE063986	ED445911
SE064015	ED445912
SE064023	ED445913
SE064086	ED445914
SE064091	ED445915
SE064117	ED445916
SE064125	ED445917
SE064126	ED445918
SE064127	ED445919
SE064128	ED445920
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SE064146	ED445926
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SE064191	ED445936
SE064192	ED445937
SE064194	ED445938
SE064196	ED445939
SE064197	ED445940
SE064198	ED445941

SO - Social Studies/Social Science Education

SO029408	ED445942//
SO029946	ED445943
SO029947	ED445944
SO029948	ED445945
SO030516	ED445946
SO030846	ED445947
SO030847	ED445948
SO031002	ED445949
SO031087	ED445950
SO031089	ED445951
SO031090	ED445952
SO031091	ED445953
SO031092	ED445954
SO031216	ED445955
SO031224	ED445956
SO031281	ED445957
SO031377	ED445958

SO - Social Studies/Social Science Education (continue)

SO031378	ED445959
SO031456	ED445960
SO031470	ED445961
SO031471	ED445962
SO031472	ED445963